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ABSTRACT

This staff development module is part of one of three groups of career guidance modules developed, field-tested, and revised by a six-state consortium coordinated by the American Institutes for Research. This module is designed for paraprofessional and professional personnel in career resource centers, grades 9-14. The goal of this module is to help users provide resources and information on the use of time. The module format consists of an overview, goals, objectives, outline, time schedule, glossary, readings, skill development activities, and bibliography. A Coordinator's Guide is also included with detailed instructions for presenting the module in a workshop setting as well as the facilitator's roles and functions, and the criteria used in assessing the participant's achievement of module objectives. (Author/HLM)

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ED181386

PROVIDING LEISURE INFORMATION IN THE CAREER RESOURCE CENTER

MODULE 32

Ron Klein and Robert Swan

U S DEPARTMENT OF HEALTH, EDUCATION & WELFARE
NATIONAL INSTITUTE OF EDUCATION

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MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed toward paraprofessional and professional personnel in Career Resource Centers, grades 9 through 14. The topic is acquiring beginning knowledge and skills in providing leisure information in the Career Resource Center (CRC). You will gain some knowledge of leisure-work trends and the leisure-work continuum, and demonstrate entry level skills in utilizing leisure resources, classifying leisure information materials and evaluating a leisure inventory.

Module Objectives

Upon the completion of this module you will be able to:

1. List five work and leisure trends.
2. State a leisure activity which can develop into a related career for at least five subject matter areas.
3. List two sources of leisure information for each of the following areas: Career Resource Center, campus, local-state governments, federal government, and non-profit and/or private agencies.
4. Classify eight out of ten leisure activities according to three leisure information filing systems.
5. Evaluate a leisure inventory in terms of desirable characteristics.

Criteria for achieving these objectives are found in the Coordinator's Guide for this module.

GLOSSARY

Career - The pattern of activities and experiences that make up a lifetime of work, learning, and leisure. The term is broadly defined to include occupational and educational choices and patterns as well as other aspects of a person's life--his/her personal and social behavior, learning to learn skills, social responsibility or citizenship and use of leisure time.

Career Counselor - A professionally trained counselor who has expertise in the field of careers through experience and specialized training.

Career Development - The life-long process a person undergoes as s/he gains skills in setting goals and in developing, implementing, evaluating, and revising plans to define a career and deal with life problems and opportunities.

Career Education - The totality of experience through which one learns about and prepares to engage in work as part of his/her way of living.

Career Guidance - The various types of assistance provided to help individuals in their career development. It may include instruction, counseling, placement, follow-through, evaluation and support procedures based on career planning and development needs.

Career Resource Center - A facility having career materials which acts as the hub of the career guidance program of a school.

Career Resource Technician - A paid paraprofesisonal who manages the Career Resource Center, performing duties which facilitate the career guidance program of a school.

Leisure - "That time available to us when we are free to do as we choose."

Work - "An activity that produces something of value for other people."

ACTIVITY ONE

LEISURE QUIZ

1. T F Recent surveys indicate a decrease in the amount of leisure time available to the average American.

2. T F Going to the movies has become the favorite leisure time activity of the American people.

3. T F The number of persons doing volunteer work in America is beginning to decrease.

4. T F The health of the average American is improving.

5. T F Over 65% of the population in America receive a great deal of satisfaction from their leisure-time activities.

6. T F Americans spend less than $10 of every $100 they earn on recreation activities.

7. T F The total number of Americans pursuing hobbies is declining.

8. T F More people visited museums in one year's time than attended major-league basketball games.

9. T F The fastest growing sport in the United States has been snow skiing.

10. T F Experiments with non-traditional work schedules has been largely limited to the "four-day work week" concept.

11. T F There are over 5,000 different hobby and avocational organizations (non-profit) in America.

12. T F Americans do volunteer work because they want to help people rather than because they hope it will lead to a paid job.

13. T F Most Americans working at more than one paid job do so because they want to buy something special rather than just work to meet regular expenses.

14. T F The number of people attending concerts in the past few years has been gradually decreasing.

15. T F The most popular outdoor recreation activity of Americans earning $15,000 or more a year is not different from Americans who earn $3,000 a year.

16. T F Out of the top five outdoor recreation activities Americans pursue (picnicking, driving for pleasure, swimming, playing outdoor games and sports, and general boating) the most popular is playing outdoor games and sports.

17. T F During their summer vacations, more Americans attend outdoor sporting events than ride motorcycles off-the-road.

18. T F There are over 300 educational institutions across the United States that provide a major in recreation or leisure studies.

ICE-BREAKER ACTIVITY

Leisure Interview Outline

The purpose of this activity is to give you an opportunity to meet other participants and to obtain information that will be used in a later activity in the workshop.

Instructions

Please interview your partner to obtain answers to the following questions.

Partner's name_____

Partner's present job_____

What are the most important leisure activities in which you participated during the past year?_____

_____

_____

In what leisure activities would you like to participate during the future?_____

_____

Presently, what leisure activity do you like best?_____

_____

When do you participate in this activity?_____

How much does it cost you to participate in this activity?_____

_____

For how long have you participated in this activity?_____

Have you earned any money as a result of this activity?_____

How many other people, family and/or friends, participate in this activity with or without you?_____

What personal needs are met from participating in this activity?

_____

_____

_____

INTRODUCTION

This is one of several learning modules written to provide staff development for paraprofessionals and professionals working in Career Resource Centers. The others are National Consortium Modules Nos. 19, 20, 21 and 33. The content of this module examines various aspects of providing leisure information in a Career Resource Center (CRC).

There is a variety of reasons why leisure is an emerging area of concern for career guidance workers:

1. Contemporary social scientists forecast an impending crisis in the social evolution of the United States resulting from our inability to cope effectively with increasing amounts of leisure (McKechnie, 1974).

2. We are becoming the first generation in history that can anticipate work life as the lesser part of the lifespan (Wolman, 1978).

3. Guidance, rehabilitation, social work and other areas are broadening their scope to include training and practice in leisure counseling (Fain, 1973).

In regard to number one above, the term, constructive leisure, has emerged to emphasize a positive approach to negative leisure as personified in vandalism, drugs and alcohol. Besides this preventive aspect of leisure, two emphases have emerged on the leisure scene in America. With the broadening opportunities of pursuing leisure pursuits, i.e., time and money, many people are seeking to make leisure activities into careers. This has been especially evident, for example, in the two fields of travel agents and real estate persons in the last few years. Then there is the group of people who may dislike their jobs and seek leisure activities for the rewards that the job does not bring. These two groups have brought a great deal of activity into the leisure sector of the economy, and such expressions as "leisure industry" have emerged. Helping Americans explore and discover constructuve leisure activities to their liking starts with the availability of leisure information.

Career Resource Centers have traditionally focused their attention on the various activities related to the world of work. Now, as leisure becomes more of an area of concern, it is important for CRC's to include leisure information as a service to their students. The National Vocational Guidance Association (NVGA) is one professional organization that is reviewing the current developments in the area of leisure and career development and might be a helpful source to CRC personnel needing information on this topic.

NVGA has created an ad hoc committee which is meeting through 1980 and is focusing on leisure and career development for all people through the lifespan. Specific functions of this committee include:

1. Gathering and informally reviewing literature and audio-visual material dealing with leisure and career development.

2. Disseminating leisure and career development information through columns in the *NVGA NEWSLETTER* and the *VOCATIONAL GUIDANCE QUARTERLY*.

3. Soliciting and sponsoring workshops and convention programs to better inform NVGA members about the techniques of leisure counseling and how to incorporate them into career development activities.

4. Providing consultation for institutions in the establishment of leisure counseling services and incorporation of committee concepts in counselor education programs.

Committee Chair: Dr. Carl McDaniels
Coordinator, Career Education
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Blacksburg, Virginia 24061

Providing leisure information in the Career Resource Center is a natural progression in the growth and evolution of these centers. The activities in this module have been designed to model some of the new tasks involved in providing leisure information in a CRC.

LEISURE-WORK TRENDS

The purpose of this section is to examine various leisure and work trends in the United States. The quiz you completed in the first activity brought some of these trends into focus. As you can imagine, there are many others.

Time, as an element spent in both leisure and work, is undergoing steady change. The usual work week at the turn of the century was approximately 60-70 hours for the average worker. Today, recent surveys indicate that the average worker is spending a little less than 40 hours a week in paid employment. Therefore, in a year's time, the average worker devotes 1,960 hours to a job and invests 2,175 in leisure involvement (Kraus, 1971). It is true that there is often a difference in the number of hours that workers from different industries are required to work in a week, but overall, Americans are gaining more leisure time.

In addition to a reduction in the total number of work hours for most workers, employers are experimenting with various job scheduling programs. For example, such work time innovations as flextime, job sharing and compressed time are being tried. Flextime allows workers to take their eight hours-a-day, 35-or-40 hour work week out of the 9-to-5 fix and move it into hours that best suit personal preferences. Job sharing is where two people are employed part-time and share one full-time job. Compressed time is a term which has evolved out of the four-day work week-label of a few years ago. It is the same idea except that some companies are experimenting with structuring 40 hours of work into three days instead of four. The first two examples give employees more flexibility in the number of hours and days they work each week.

Other employers are using in-house leisure programs to encourage people to work for them. For example, some employers provide employee access to indoor racquetball, tennis courts, saunas, whirlpools, and exercise rooms with weight equipment. The employee leisure program of

Rockwell International Company in Anaheim, California, includes a swimming pool, steam room, two workout rooms, tennis courts, baseball fields, nine-hole golf course, volleyball courts and a running track.

One employer who has constructed a running track on his corporate property not only suggests the use of it, but encourages employees to use it by offering a financial incentive. He pays his employees $4.00 a pound to lose weight.

In addition to variable scheduling programs and other work incentive plans, there are other reasons why leisure is changing for workers. Paid vacation packages offered by employers are improving, and there is a trend to give more vacation time for shorter lengths of service. In general, the standard two weeks with pay is edging toward three. However, paid vacation policies among employers are as disparate as are ideas on raising children. In fact, even in the same firm, policies often differ for blue collar, office and management personnel (Kennedy, 1978).

Another example of how American vacation time is changing is found in the fact that since 1971, five new official three-day weekends were added to the yearly calendar. Most industries honor at least half of these holidays (Jury, 1977).

One problem employers have which relates to leisure is the rise in employee job dissatisfaction. Only one out of five workers today receives more satisfaction from her/his work activities than from her/his leisure pursuits (Yankelovich, 1978). This trend is expected to continue into the 21st century. The future work force will be better schooled than ever, but the quality of jobs will decline. Many new positions will be less challenging and less rewarding than the present white collar work that is being phased out (Wolman, 1978).

"Work values" are an integral aspect of job satisfaction. In his study of the work attitudes of 3,000 women and men across the United States, Cherrington (Horn, 1978) found that overall the traditional work values that have existed in this country for years are still alive and well. The men and women were given a list of work values and

asked to rate the desirability of each on a scale from zero to 100. For example, "feeling pride in craftsmanship" led the way, with an average score of 84. It was followed by "getting more money or a large pay increase" (82), "being recognized and gaining the respect of others" (78), and "being of service to others" (77).

But when Cherrington (Horn, 1978) divided the answers on the basis of age groups (17 to 26; 27 to 39; and 40 to 65), he uncovered sharp differences. The younger workers valued hard work and craftsmanship less than did those in the middle group, who in turn valued them less than older workers did. When the workers were asked if it is more important to get along with your friends or to work hard at a job, younger men and women were close to neutral, while older workers thought hard work was definitely more important.

The United States was founded when the classical work ethic was universally held. That ethic included a number of work values identified by the National Vocational Guidance Association (1973) as follows:

1. All honest work possesses worth and dignity.
2. A task well done is its own reward.
3. A worker should do her/his very best at all times and not quit a job until it is finished.
4. Hard work is the best and surest route to occupational success.
5. A person deserves nothing that has not been earned through work.

Recently, new work values have emerged and the relative importance of others has changed, which in turn alters the nature of jobs and organizations. These changes will ultimately have greater impact on the younger workers cited in the study above.

The amount of money being spent by people during their leisure is another benchmark of the manner in which Americans live today. For example, the leisure industry is one of the nation's largest if measured by expenditures. It has grown from $58 billion in 1965 to $160 billion in 1977 (U.S. News & World Report, 1977). Looking at just one

of the new leisure industries, jogging, reveals the following information:

> Runners spent $236 million on warmup suits last year. Another $147 million was spent on nine million pairs of running shoes by joggers. (One shoe store carries as many as 70 different styles of running shoes ranging from $20 to $40 a pair.) It is becoming commonplace for beer and softdrink companies to co-sponsor running events. Last year in Los Angeles, one company contributed $20,000 in soft drinks for the 3,000 people that participated in the event.
>
> World Publications, Inc. is marketing 40 different books on the various facets of running. Four books on the subject have made the best-seller list at the same time--a record (Daily Pilot, Nov. 10, 1978).

One development noted by industry leaders is the shift away from the traditional rest-and-relaxation recreation to more active sports such as racquetball, tennis, cross-country skiing, rollerskating, jogging and skateboarding (Blair, 1978). Recreational athletics are growing so important that people devote their vacations to improving their tennis game, lowering their golf score, or increasing their downhill skiing proficiency.

The audio-tape industry sees possibilities in the leisure market. One creative company is taking advantage of the increased commuting time many workers are experiencing by developing a leisure activity for them which in essence is "books on tape." Books such as *Robinson Crusoe* and *The Choir Boys* can be rented or purchased by any of the over 5,000 subscribers to the program (Daily Pilot, 1978).

Another innovative example of the marriage between leisure and the audio-tape industry is found in one company which has narrations for 28 automobile tours on 60 and 90 minute cassette tapes. These tours range from trips around London through Yosemite National Park (Money, 1978).

Other signs of growth in participation in leisure activity include the increase in the number of joggers, swimmers and bicyclers as

reported in the *Los Angeles Times* (Drummond, 1979).

	1972	1978
Joggers	6.5 million	16.5 million
Swimmers	14.0 million	27.0 million
Bicyclers	18.0 million	19.5 million

When numbers are used to denote participation, it seems as if there must not be many Americans left who are not involved in leisure pursuits. Yet many people, still strongly influenced by the Puritan work ethic, have trouble with leisure.

To help such people and to make leisure a constructive force, leisure counseling as a business has become a new approach to a human services career.

Constructive Leisure in Los Angeles, California, is a company which will work with organizations and/or individuals to help them understand and improve their current leisure pattern. A public organization offering a similar service is the recreation department of Milwaukee, Wisconsin which offers leisure counseling.

ACTIVITY TWO (OBJECTIVE ONE)

List five leisure-work trends:

1. _____

2. _____

3. _____

4. _____

5. _____

17

LEISURE-WORK CONTINUUM

The difference between leisure and work activities is not always clear. The major reason for this ambiguity is found in the similar definitions of these two terms. Some people believe work is a means to an end. That is, work is something a person does for reasons outside the activity itself, such as money, security and prestige. The problem with this definition is that it will also fit leisure. For example, jogging can be hard work to many people, but the reward is improved health; therefore, jogging here is a means to an end.

Another similarity between leisure and work activities is found in the level of enjoyment a person achieves in performing an activity. Leisure activity is expected to be enjoyable; however, work can be enjoyable also. It might be appropriate to think of a leisure-work continuum. Such a scale would have leisure on one end and work on the opposite, with combinations possible between the two extremes. For example, one activity might be placed on different points on the continuum depending upon the people involved. Building a stereo from a kit of parts might be an activity which falls near the work end of the continuum for a person who dislikes the task but is performing it because of the cost involved in buying a new stereo. Another person unable to purchase a constructed stereo might also purchase the same kit and assemble it with a great deal of enjoyment.

What if the first person above then sold the assembled stereo for a profit and decided to assemble other kits and sell them? It would move the activity of assembling stereos closer towards the work end of the continuum. Finally, if this person began to depend upon assembling stereos as a livelihood, the activity has moved far into the work end of the continuum. Therefore, the same activity of building a stereo might be leisure or work depending upon a person's attitude and motivation for doing the activity.

Freedom of choice is another difference between work and leisure. In paid work, the actual activities are often controlled by someone

other than the person doing them. Most of the time in leisure, the person performing the activity is in control. Along with the controlling aspect is the scheduling of the activity. Many times, work schedules have to be controlled by others. The schedules of assembly line workers who act as a team to produce a product are an example. However, in the service industry, people work only when other people are using their services. Repair people would be an example here. They have much more control over their own work time, such as one does in her/his own leisure time.

A third element under freedom of choice is the place where the person participates in the activity. Most of the time within work, the place is designated. For example, a gas station attendant has to pump gas in a gas station. However, a freelance writer can choose his/her place of work. Leisure activities may demand a location such as a golf course, but which golf course would be up to the individual.

Paid work is the process of producing goods and providing services for others that can be bought and sold in a marketplace. Leisure activity is often undertaken to satisfy individuals needs first, but could also satisfy the needs of others. For example, the person who volunteers at a health clinic probably satisfies an individual need to help people, while at the same time providing assistance to others.

As indicated above, sometimes the only difference between an activity being leisure or work is found in the motivation for doing the activity. For example, the practice of law can be financially rewarding. However, some lawyers volunteer their services during their leisure time because they enjoy the satisfaction of helping others who might otherwise not be able to obtain legal services because of the cost.

Volunteer work, as in the case of the lawyer example above, has been growing through the years. Lobb (1976) reports that virtually every career field has an opportunity available for a person to gain both insight and experience. Although some experiences might be harder to find than others, perseverence often pays off in seeking a volunteer position. For example, a potential computer engineer is not likely to

find a volunteer job with IBM. But s/he might work in the company of technical people in a computer section of a hospital or with scientists in a museum.

VISTA (Volunteers in Service to America) has volunteers working in neighborhoods throughout the United States with community people on poverty problems. Programs for older adults include Retired Senior Volunteer Programs (R.S.V.P.), Senior Companions, Foster Grandparents, etc., all of which are designed to give a new sense of usefulness to the older adult. R.S.V.P. is a volunteer job placement program. It has been most active in many communities in meeting unmet needs.

Another path to an actual job is through skill and knowledge acquired through a leisure activity. For example, playing tennis may lead to a career operating a sporting goods store, teaching others how to play the sport, or working as a wholesale representative for a sporting goods manufacturer (McDaniels, 1975).

Due to keen job competition in certain careers, some people may find that leisure activities may suggest opportunities for part-time work built around a compatible main job. Mathematically speaking, more than two-sevenths of our lives are invested in weekend living. In fact, if we live to be 80, each of us will have approximately 300,000 hours for living on Saturdays and Sundays. Many experts feel that one of the trends of the future will be a new interest in weekend work and an increase in weekend workers (Roesch, 1978).

Hobbies as leisure activities can lead to paid work. Most hobbies can be classified into four main groups: collecting, creating, educational, and performing. The range within each of these four categories is great. A number of hobbies have characteristics of more than one of the categories stated above. For example, the hobby of stamp collecting may stimulate a creative response as the collector arranges and organizes the stamps. Also the stamp collector could gain educational value as s/he learns about the historical, geographical and artistic factors related to stamps. Finally, informal trading and selling of stamps might lead to the operation of a profit making

business in stamp collecting.

Certain hobbies such as sewing and arts and crafts can be done leisurely, or production can be on a scale that items can be sold at swap meets, flea markets and garage sales. Performing hobbies can become careers: An interest in drama may result in an acting career.

Another type of leisure activity in which many Americans engage is club membership. Americans are joiners for different reasons. Some people join clubs to form new friendships or to gain knowledge and appreciation of other people, places, ideas or things. Some join to be of service to others or just to have fun. Others join to improve their present job situation or create new job opportunities.

The preceding discussion is certainly not comprehensive, because opportunities to enter careers through leisure activities are unending. The discussion can only indicate the unlimited possibilites of the leisure-work continuum.

ACTIVITY THREE (OBJECTIVE TWO)

The purpose of this activity is to review unusual leisure and work activities.

Indicate whether you think the statements listed below describe leisure or work activities. If the statement is a leisure activity put "L" in the blank following the activity. If you feel it is a work activity put "W" after the activity.

	L or W
Back Washer	_____
Chef-de Froid	_____
Cow Chip Slinger	_____
Dowser	_____
Mud Boss	_____
Mummy Duster	_____
Quahog Pitcher	_____
Shovel Racer	_____
Stogie Packer	_____
Toe Pounder	_____

ACTIVITY FOUR (OBJECTIVE TWO)

The purpose of this activity is to give you an opportunity to relate leisure activities to possible careers.

For at least five subject areas, list one leisure activity and one career that you think could follow from some expertise in that leisure activity.

Subject Area	Leisure Activities	Possible Careers
1. Agriculture		
2. Business		
3. English		
4. Home Economics		
5. Industrial Arts		
6. Mathematics		
7. Performing Arts		
8. Physical Education		
9. Science		
10. Social Science		

LEISURE INFORMATION SOURCES

Two positive aspects of collecting leisure information is the multiplicity of sources and the low/no cost of printed materials. Unfortunately, as is true for occupational information, there is no central source or agency which can be contacted for leisure information. While there are major sources where occupational information can be obtained such as the Department of Labor and commercial producers of briefs, there are no similar sources for leisure information. Occupational information has been produced in audio-visual format, whereas there is very little leisure information in this medium. Leisure information must be gathered from various sources some of which are mentioned below.

On Campus - Career Resource Center

The search for leisure information should begin in the CRC. For example, materials gathered to explore recreation as a possible career might be used also to choose leisure alternatives. Some other occupational descriptions which might provide indirect but useful related leisure information are physical education teacher, coach, forest ranger, carpenter, home economist and dancer. These are only a few examples of occupational literature where one can find leisure alternatives.

Another type of leisure information which may be available in a CRC is information for volunteer work. This may be found in connection with work exploration programs or volunteer bureaus.

On Campus - Other

Outside the CRC, but still within the confines of the school or college campus, there are many other places to seek out leisure information. For instance, the student activities office should be able to provide a listing and description of extracurricular activities such as student government, campus clubs, newspaper, etc. This has

always been a good source of information on both high school and community college campuses.

Other departments that might directly or indirectly provide leisure information include: physical education with information on intramural as well as interscholastic possibilities; the home economic department with cooking, sewing and child care possibilities; the science department with science contests, clubs and field trips; and industrial arts departments with clubs, auto repair contests, simulated business operations, etc. Again, these are only suggestions. The reader can identify still others within her/his particular setting.

Another helpful place on campus to look for leisure information is the library. Most school and college libraries contain materials which would prove too costly to acquire for a CRC. As demonstrated in the resource list (Appendix C), there are many books, periodicals, pamphlets, and audio-visual aids related to leisure. A library may have: technique books which describe how to perform an activity; books which cover the history of a sport or some of the stars of that sport; books such as the *Guiness Book of Records*, which lists outstanding achievement in activities; and books that give definitions of terms used in various leisure activities. The library may also have a number of special interest magazines (see Appendix C) that relate to different leisure activities.

Another library possibility is the pamphlet file, which may contain city, county or state information. For example, there may be materials describing recreational program offerings for local areas of the community. Libraries also take newspapers, and local newspapers are one of the best sources of leisure information. Almost every day it is possible to find articles relating to a variety of leisure activities. For example, many newspapers contain news articles, calendar sections, club activities and other special sections that highlight the local leisure offerings in given geographical areas.

Another source of local leisure information is the yellow pages of the telephone directory. Many libraries have these available for

areas and localities beyond your own.

In terms of the national scene, the *Encyclopedia of Associations* (Fisk, 1977) is one of the best sources to use and is usually available in most libraries. This biannually updated source identifies national headquarters of hundreds of leisure-related clubs and organizations (see Appendix C).

Students, staff and faculty are other campus sources of leisure information. They can be very valuable leisure resources for speaker programs. It's also possible to set up leisure rap sessions or even leisure skills exchanges.

Off Campus - State and Local Agencies

As American life becomes more and more leisure oriented, the number of organizations that provide leisure opportunities and services continue to increase. Basically there are four types or groups of agencies which offer leisure activities or services in most communities. They are: public agencies and institutions, non-profit groups, private groups and commercial recreational enterprises.

Public agencies and institutions are paid through tax dollars. Local city governments provide, maintain, and operate a system of parks, playgrounds, golf courses, camping areas and other facilities. City recreation departments also provide leadership for a diversified program of sports, arts and crafts, drama, music, social recreation, outdoor recreation, special events, etc. The public school system offers opportunities to learn about different leisure opportunities through classes offered by adult education. These opportunities can also be continued at the community college or university.

There are over 225 different state agencies in the United States which provide recreation and leisure services. These services include parks, forests, picnic areas, winter sports facilities, historical sites, museums and waterways. The 50 state park system now covers over seven million acres. State governments also have set land aside for recreation vehicles such as snowmobiles, sand or dune buggies,

motorcycles and hang gliders (Weiskopf, 1975).

Off Campus - Federal Government

The National Park Service of the Department of the Interior administers over 250 parks divided into three categories: natural, historical, and recreational. Natural areas include mountains, lakes, forests, desert canyons and glaciers. Historical and archeological areas include ancient Indian cultures and historical sites prominent to American history. Recreational areas exist in many of the parks for day and overnight camping.

The Forest Service of the Department of Agriculture administers forest and national grassland areas where outdoor activities include hunting, fishing, hiking, horsebackriding and skiing.

The Bureau of Reclamation, Department of Interior has responsibility for water resource development and permits boating, fishing and picnicking.

The Bureau of Land Management is entrusted with the stewardship of the public domain lands and resources of over 450 million acres in the western states and Alaska. It manages these lands for recreation, wildlife, minerals, water, fish, livestock and forage.

Two other federal agencies that provide information related to leisure activities are the Consumer Information Center and the U.S. Government Printing Office. Each of these agencies can provide the consumer with copies of a number of publications which related to leisure activities. Some of these publications are free and some are for sale. To obtain copies of the materials available from the Consumer Information Center, write and ask for a free copy of the most current *Consumer Information Catalog*. To get on the mailing list for the periodical, *U.S. Government Publications*, write to the Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402.

Addresses for all of the federal agencies cited above except the last two are identified in Appendix C.

Off Campus - Non-Profit Groups

Voluntary work agencies consist primarily of youth serving agencies, special interest organizations, religious affiliated agencies, anti-poverty organizations, etc. Youth serving organizations include Boy Scouts of America, Girl Scouts of the U.S.A., Camp Fire Girls, Boys' Clubs of America, Girls' Clubs of America, Y.M.C.A., Y.W.C.A., 4-H Clubs, American Jr. Red Cross, etc. Special interest organizations are voluntary organizations which support a specific type of leisure activity or cause. Some of these organizations are local and others, such as the Sierra Club, are nationwide. The American Youth Hostels is a non-profit organization whose primary purpose is to help maintain centers which provide overnight accommodations in scenic, historic and cultural areas.

An example of a religious affiliated agency is the Catholic Youth Organization. This organization sponsors leisure and recreation programs for Catholic youth and is financed by diocesan funds.

The Police Athletic League is an example of an organization interested in organizing leisure activities in poverty areas, with an emphasis on sports and games.

Off Campus - Private and Commercial

Private groups include the many club organizations which provide facilities and organize services for golf, tennis, skiing, hunting, fishing, boating, etc. In general, these private agencies often limit their membership. Examples of private recreation groups are the 3,000 country clubs in the United States and the many private racquetball clubs which have mushroomed across the land (Weiskopf, 1975).

Commercial recreation is one of the fastest growing aspects of American culture today, and almost every activity and program in recreation has been commercialized. Some of the more popular commercial recreation enterprises include theaters, concert halls, amusement parks, nightclubs, billiard rooms and bowling establishments. In addition, movies, radio, and television programs help satisfy the leisure interests of

millions of Americans.

Other types of organizations which provide leisure services for certain segments of the population include labor unions and business and industry. They have found that the personal affiliation and development resulting from leisure activity can actually improve production.

The resource list located in Appendix C of this modules will provide the reader with background information concerning leisure. Specific publications are listed as well as sources for obtaining other leisure information.

ACTIVITY FIVE (OBJECTIVE THREE)

NEWSPAPER SEARCH

The purpose of this activity is to give you an opportunity to locate two leisure information items in a newspaper. Similar items can be used in a CRC leisure file or on a bulletin board.

Directions: With four people to a group, divide the newspaper so that each person gets a different section. Then, in the time allotted, scan your newspaper section and describe your items in the blanks below.

First Item:

1. Article, ad, etc.?_____

_____

2. What section of the newspaper was the article located in?

_____

3. Specific leisure area covered:_____

_____

Second Item:

1. Article, ad, etc.?_____

_____

2. What section of the newspaper was the article located in?

_____

3. Specific leisure area covered?_____

_____

ACTIVITY SIX (OBJECTIVE THREE)

List two sources of leisure information for each of the following areas below.

I. CRC

a. _____

b. _____

II. Campus

a. _____

b. _____

III. Local-state governments

a. _____

b. _____

IV. Federal government

a. _____

b. _____

V. Non-profit and/or private agencies

a. _____

b. _____

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LEISURE INFORMATION FILING SYSTEMS

The heart of a CRC is the educational, occupational and leisure information and is the major reason for its existence (See National Consortium Module No. 21, *Developing Facility Maintenance Competencies for Career-Resource Center Technicians).* Because of their importance, these materials should be maintained in some manner that facilitates retrieval and use by those for whom the materials were acquired. Fortunately, quite a lot has been written on the subject of filing occupational literature. Unfortunately, there is very little information available suggesting ways to file leisure information. However, it is possible to borrow some basic filing ideas from the various occupational filing systems and adapt them for use with leisure information.

Johnson (1976) has identified three criteria for accepting or for constructing an occupational filing system for a CRC. These criteria also apply to leisure materials. First, the system should be designed to accommodate all printed materials obtainable, both those that cost and those that are free. Some classification systems do not allow for certain publications. Second, the filing system should be expandable to cover future additions. Third, the system adopted should be economical to install and operate, and use available equipment and materials.

Because unique problems for leisure materials arise in the several classification possibilities, a definition of the word activity needs to be made here. Usually it is assumed that when you are involved in leisure, you are "doing something." Thus the expression "leisure activity." For example, a person may say that his/her hobby is automobiles. We would need to ask further to find out the specific activity involved such as collecting, repairing, racing, or building automobiles. Therefore, leisure information can be classified by the specific activity involved, such as camping, sewing, or reading. It may be classified by the major group activity into which it falls, such as sports, outdoor and nature activities, and hobbies. Leisure information may be classified according to related school subjects such as math,

music, and physical education.

Filing Systems - Alphabetical by Activity

Classifying and filing leisure information alphabetically by the name of the activity is desirable when a collection of information is small. The major advantage of this system is that anyone who knows the alphabet can go to such a file and use it with minimum instruction. However, one of the limitations of an alphabetical system is that related activities are not grouped together and the student cannot see the leisure activities that might related to the one s/he is looking up. Another disadvantage is that because activities may have several different names a student may not find a desired activity on the first try because it is filed under another title.

Alphabetical Within Major Groups/Activities

Filing materials alphabetically within major groups is desirable when a collection is large. By arranging leisure activities by groups, you physically locate together materials on similar activities. This helps the student explore not just one activity but several related activities. However, a disadvantage of this type of system is one activity may be filed in more than one group. For example, snow-skiing may be classifeid as an outdoor and nature activity and also as a sport. Home gardening is an outdoor activity that may be classified as a hobby.

Grouping can be done in a number of ways. For example, major activities can be grouped by age or sex of the participants, level of skill, season of the year, agency, indoor versus outdoor, competitive versus noncompetitive activities, active versus passive activities and by recreational interests. Most recreational interests can be classified into the following groups: cultural activities, hobbies, sports, outdoor, clubs, and volunteer activities.

Cultural activities include arts and crafts, dance, drama, and music activities. Arts and crafts activities include oil painting,

paper mache, pottery, weaving, etc. Dance activities include folk-dancing, ethnic dancing, rock dancing, ballet, disco, and others. Drama activities include community theater, creative dramatics, grand opera, impersonations, one-act plays, pantomine, story-reading and stunts. Music includes but is not limited to singing, playing instruments, listening and creating music.

Sports are both spectator and participant activities. Sports include team activities such as baseball and football, and individual activities such as horseback riding, skiing and golf.

Outdoor activities typically place the participant in direct contact with the elements. Included here are backpacking, birdwalks, glider soaring, and cave exploration.

Clubs play an important role in school and college life. They offer an opportunity for social activities as well as a chance to pursue special interests such as chess, rockhounding, and glee club.

Volunteer activities provide an opportunity to help others. These activities can be arranged by agencies or by job skill level. Hospitals, the Red Cross and other agencies often use volunteers.

By School Subjects

The advantage of this type of filing system is that it can encourage more instructor involvement in using the leisure information not only in the CRC, but ultimately in the classroom. Another reason for choosing this method is that by relating school subjects to leisure activities, students can develop a greater awareness of how specific school subjects relate to other aspects of life. For example, the area of health education might lead to a volunteer job as a nursing aid, which in turn might lead to a variety of health related occupations.

One of the disadvantages of this type of system is similar to the advantages cited above; the fact that some activities can be classified by more than one school subject. For example, do 4-H Club activities belong under agriculture or science or both?

Conclusion

It seems obvious from the above description that some type of cross-referencing is necessary. For example, if a grouping of activities were used (hobbies for example), automobile materials could be placed in a general folder and include racing, repairing, etc. A cross-reference to motorcycles seems logical because of overlapping activities. Specific activities such as racing and repairing autos would also need to be cross-references. As there are no commercial sets of leisure material, Career Center staff would have to be dilligent in building a collection.

ACTIVITY SEVEN (OBJECTIVE FOUR)

The purpose of this activity is to provide an opportunity to classify leisure information.

Arrange each of the activities listed below according to the three filing systems discussed in the text. Use the following alphabetical listing as your base: agriculture, art, business, English, guidance, health, home economics, industrial arts, mathematics, music, physical education, science, social science, speech, drama.

candlemaking	CB radio operation
raising animals	auto repair
writing poetry	dancing
helping in a hospital	speech club
backpacking	restoring antiques

Alphabetical	Group(s)	School Subjects(s)

LEISURE INVENTORIES

The authors sought a leisure inventory that can be taken by an individual, scored by her/him, and then interpreted with minimal help by those who staff a Career Resource Center. However, they did not find one they could recommend to fulfill the above criteria.

Leisure inventories are in an embryo state and have a developmental process to go through before reaching the sophistication level of career inventories. Because of the overlap of career and leisure interests, the former inventories contain what many would call leisure items. In fact, in life/career planning, the leisure as well as the career possibilities emerging from a career interest inventory are often discussed.

It is interesting to note that, in general, leisure inventories are addressed to adult audiences. Career inventories, as a whole, have concentrated on high school and college audiences in the sense of the need for future planning. Therefore, a reverse phenomenon is taking place. Acceptable career inventories for mature adults and leisure inventories for the high school age are both lacking.

The five inventories discussed below are only representative of those on the market. They range from checklist, self-quiz variety to a formal inventory with supporting data. You might want to experiment with one in your own setting. The purpose of a leisure inventory, as defined by the authors of this module, is to stimulate thinking and encourage discussion regarding leisure exploration. It is not for the purpose of predicting success and/or enjoyment in certain activities.

Several criteria stand out in considering the inventories below. One is the chance for the individual to project into the future what s/he might want to do. This is important, because present leisure activities may be constrained by lack of time, skill and money. Another criterion is a broad enough sampling to stimulate thought and give cues to leisure activities that may have never been considered. Still another thing to think about is actual knowledge of the leisure

activity listed. A person may check that s/he is not interested because s/he does not know the activity rather than disliking it. A glossary could be used here to help the reader.

Before preceding to the inventory descriptions, turn to the leisure inventory on the following page. Complete and score it according to the directions given at the end of the inventory called, "What is your leisure quotient?"

Reproduced from *Your Leisure Time...How to Enjoy It.* Lucy Lowery with permission of the publisher, Ward Ritchie Press, Los Angeles, 1972.

WHAT IS YOUR LEISURE QUOTIENT?

A test that is mostly for fun, but that might help you know yourself and your leisure-time needs a little better.

The following test is not scientific. It's just for fun, but it may set you to thinking about various activities, about why you would enjoy them or why you would not. It may cause you to want to try some things you have never considered before.

Below are listed 120 activities grouped in pairs. Make a choice between the two items in each of the pairs, whether or not you are particularly interested in either, or whether they seem to be beyond your skills, wealth or physical capabilities. Remember we're just blue-skying. Beside each activity you'll find a letter. On a separate sheet of paper keep a tally by letters of your selections. Scoring instructions are at the end of the test.

1. Take a photographic portrait of a friend . . . . . B
   Collect World War II movie posters. C
2. Grind your own telescopic lens. . . . . Y
   Train a greyhound. X
3. Parachute for fun. . . . . A
   Milk a cow. X
4. Build an assemblage.. . . . . B
   Learn about cave paintings. . . . . Z
5. Attend a French play in French. . . . . Z
   Direct a play.. . . . . B
6. Collect antique lead soldiers.. C
   Make your own weather station. . . . . Y

7. Visit a planetarium. . . . . Y
   Row across the lake. X
8. Climb Mount Everest. . . . . A
   Take a walking tour of England. X
9. Build a model railroad. C
   Build a radio from a kit. . . . . Y
10. Examine your own blood under a microscope. . . . . Y
   Go to a health spa. X
11. Study the history of jazz. . . . . Z
   Research your family tree. C
12. Discuss impressionist painting. . . . . Z
   Learn to use a potter's wheel. . . . . B
13. Search for the Abominable Snowman. . . . . A
   Study rudiments of witchcraft. C
14. Tell fortunes with cards. C
   Be a museum guide. . . . . Z
15. Dig for gold. . . . . A
   Redecorate the rumpus room. . . . . B
16. Learn karate. X
   Learn to play the recorder. . . . . B
17. Save antique bottles C
   Make your own beer. . . . . Y
18. Read poetry. . . . . Z
   Read the AMA journal in the library. . . . . Y
19. Go on a photographic safari. . . . . A
   Volunteer to campaign for a political candidate. . . . . Z
20. Drag race. . . . . A
   Enter a swimming meet. X
21. Hike up Mt. Wilson. X
   Study folk dancing. . . . . A
22. Open a health food store. C
   Try your hand a lumberjacking. X
23. Take a course in Renaissance literature. . . . . Z
   SCUBA dive. . . . . A

24.	Play billiards	Y
	Go on a motorcycle hill climb	A
25.	Lecture on a trip to Fiji	Z
	Hitchhike across Australia	A
26.	Do tie dyeing	A
	Tie flies	C
27.	Go stunt flying	A
	Grow a bonzai	B
28.	Sail to Hawaii	A
	Make tests of ocean currents off California	Y
29.	Grow your own herbs for cooking	Y
	Make a home movie of your favorite story	B
30.	Play in a volley ball tournament	X
	Play Santa Clause in a department store for fun	C
31.	Ride the Colorado River rapids	A
	Take a motorcycle trip	X
32.	Operate a shelter for foreign students	C
	Take a course in comparative religions	Z
33.	Go to a lecture on Stonehenge	Z
	Go fishing	X
34.	Make your own vegetable dye	Y
	Piece a quilt	B
35.	Paint china	B
	Play tennis	X
36.	Learn to imitate birds	C
	Hybridze day lilies	Y
37.	Join an amateur rocket society	Y
	Hunt wild boar	X
38.	Attend a symphony concert	Z
	Join a sheet music society	C
39.	Sculp cartoon animals	B
	Own a horse and ride him daily	X
40.	Write an article for a literary magazine	Z
	Write an astrology column	C

41. Collect Indian sand paintings.. C
Join a search and rescue team.. . . . . A
42. Bicycle up the coast of California. . . . . A
Volunteer to serve at a Mental Health Center. . . . . Z
43. Sing with a Greek chorus. . . . . Z
Blend your own perfume. . . . . Y
44. Study the stars. . . . . Y
Design a stage set. . . . . B
45. Join an encounter group.. . . . . Z
Join a bowling league.. X
46. Jog around the park.. X
Watch a spider spin his web.. . . . . Y
48. Attend a chamber music concert. . . . . Z
Catch a fly ball at Dodger stadium. X
48. Teach kids to play basketball.. X
Teach handwriting analysis. C
49. Operate a company that plans parties. C
Be a volunteer policeman or policewoman.. . . . . A
50. Ride in a rodeo.. . . . . A
Make your own fireworks.. . . . . Y
51. Demonstrate invisible ink to a group. . . . . Y
Design an ecology poster. . . . . B
52. Design your own letterhead. . . . . B
Work the acrostic puzzle in the *Saturday Review*.. . . . . Z
53. Join a kitchen band.. C
Fly a crop duster.. . . . . A
54. Spend a month working on a farm.. X
Raise tropical fish.. . . . . Y
55. Explain rudimentary physics to a group of students. . . . . Y
Make a display of seashells.. . . . . B
56. Weave a basket. . . . . B
Go back packing into a wilderness area. X
57. Take part in a chess tournament.. . . . . Z
Carve a chess set.. . . . . B

58. Join a badminton club.. X
Learn the Dewey-decimal system for librarians.. . . . . Z
59. Join a Shakespeare reading group. . . . . Z
Join a modern dance class.. X
60. Design a needlepoint line for a department store. . . . . B
Play Ping-Pong in China.. . . . . A

How many of each letter did you choose?

Add them up.

Here are some clues to help you decide on leisure interests according to the way you reacted to the choices.

If your highest score is in the X-column, that means you enjoy physical things. You like to use your muscles. If you have a sedentary job it may be the feeling that you need a change of pace. So give yourself a change of pace.

This books suggests many physical activities from mild to rugged, to be done in solitary pleasure or with a gregarious group. You choose.

A high A score labels you the adventurous type. There's plenty of adventure in merely getting through a day in the city or the classroom, but that's not the adventure that brings the type of exhilaration that you need to be a happier person. Find other adventurous souls through tips in this book and go out and have fun. There are no dragons to slay in the 1970's but the natural elements will always provide you with a good jousting partner. Try some heart-in-the-mouth adventuring.

A high B score puts you in the artistic category. You're lucky. There are so many hobbies and artistic activities available to you you could never grow bored. Let yourself go. Go in for needlepoint like Rosie Grier, the football pro turned TV star. Get your old flute out of the attic and join a community orchestra. Paint, draw, work with clay. Arrange dried weeds. Open a hobby store. Let yourself go. If you need instruction in anything artistic it's to be had in

Southern California--from making jewelry by the lost wax method to playing the sitar. Do it.

If you have a high C count, you are bored with the ordinary. You like unusual types of activity and you may very well turn out to be a pioneer in the hobbies you choose. Or could be you are so versatile you would like to try all kinds of leisure-time pleasures. If you can't find what you're looking for in this book, chances are you'll dream up something on your own. At least the book might put you in touch with some other individualists.

Y is for scientific, at least in the unscientific Leisure Quotient test. You may spend much of your time as a bookkeeper or log jammer but you really dig the mysteries of science.

Your own particular scientific hobby may be a solitary investigation, but don't forget the many free junior college courses available to get you started on new projects, plus the bonus of meeting new people in the classes who have interests similar to yours. Be a radio ham. Study the weather. Join an amateur rocket society. Polish the gems you find yourself. Whatever appeals to you, try it. It will make you happier and the people around you happier.

Z stands for intellectual in this exercise. If you have a high Z-quotient, be glad. It's not only the style to have an interest in cerebral things, it's satisfying--and an interest that knows no age limits.

Now look for appealing hobbies in your low scoring categories!

ACTIVITY EIGHT (OBJECTIVE FIVE)

Directions: After taking the inventory and scoring it, review it in light of the criteria below and rate it accordingly. Remember, the purpose of the inventory is to help a person focus on leisure activities s/he might want to explore.

Circle the number you think fits the statement:

1 - meets this criteria minimally, if at all

2 - meets this criteria in part

3 - meets this criteria well

Criteria

1.	Ease of taking (directions are clear, etc.).	1	2	3
2.	Time (can be taken and scored in less than 30 minutes).	1	2	3
3.	Understanding Items (Check intended audience: high school____, college____, adult____.) Less than five percent of the items are new or unknown to the intended audience. If not, a glossary is included.	1	2	3
4.	Reading Level (The intended audience can read the inventory with ease).			
5.	Gives the chance to indicate future intentions as well as present participation.	1	2	3
6.	Broad sampling of possible leisure areas (does not concentrate only on one or two areas such as sports and hobbies).	1	2	3
7.	Scoring (can be self-scored)	1	2	3
8.	Interpreting (needs minimal help in understanding results).	1	2	3
9.	Questions (opportunity is given to state a neutral response, such as DNK-do not know).	1	2	3

Inventory Descriptions

Edwards, P. B., *Constructive Leisure Activity Survey*, 511 N. La Cienega Blvd., Los Angeles, CA 90043, Constructive Leisure, 1970.

This survey is very detailed, with over 250 items under such headings as Sports, Skills and Outdoor Activities (50 items); Group Activities for Entertainment and Personal Satisfaction (50 items); Arts and Craftsmanship (55 items); Learning (51 items); General Welfare (Volunteer Activities) (54 items). The survey is actually a checklist or self-quiz but does provide necessary leads to the categories above for the purpose of leisure exploration.

It is directed toward adults who may have the experiential base to deal with so many specific items. It does provide for expressing of present and future participation. However, if properly used, the inventory would require more time than a career resource staff person could give. The inventory could benefit from a glossary to explain a number of the terms and needs some updating, i.e., handball is included but not racquetball. In terms of widening one's choices, it is helpful because of the number of items present. The survey could prove useful to a counselor in working with clients in career and leisure planning.

McKechnie, G. E., *Leisure Activities Blank* (Research Edition), Palo Alto, CA, Consulting Psychologist Press, 1975.

This inventory consists of 120 leisure activities, to which one responds both in terms of present participation and future intentions. The scoring scheme results in six present factor scores and eight future factor scores, e.g. adventure, mechanics, slow living, ego recognition, etc. Considerable research has been done on personality correlates of the factor scores.

Because of the personality emphasis, this inventory should be used by skilled counselors with the necessary psychological background. It is not appropriate for use in the CRC, although individuals could be referred to the center for leisure information once they have

received an interpretation.

Merenda, Joseph, *Merenda Leisure Interest Finder*, Milwaukee Public Schools, P.O. Drawer 10-K, Milwaukee, WI 53201, 1973.

This finder has 90 items to which the respondent reacts on a five point scale from "like very much" to "dislike very much." The scoring scheme includes these activity categories: games, sports, nature activities, collection, homemaking and homecraft activities, art and music, education-entertainment-cultural, volunteer, and organizational. The audience addressed is adult.

The scoring process, which results in a profile on the activity categories, is sufficiently difficult to require the services of a staff member in many cases. Staff time for the interpretation of results would also be necessary. The activity categories could be useful in leisure exploration. However, since this inventory includes only 90 items, the breadth of possible choice is restricted if the results cannot be discussed with a knowledgeable counselor.

Activities limited by geographic location are included. Someone from the "sun belt" might question ice-fishing or participation in a curling match. Again, a glossary for some terms would be useful, e.g. lithography and curling.

Ross, Marilyn, "What's Your F.Q.? (Fun Quotient)" from *Creative Loafing*, Communication Creativity Publisher, 1340 Tourmaline Street, San Diego, CA 92109, 1978.

This self-quiz includes 60 questions divided into 11 sets. The response options for each question range from 4, "almost always" or "yes" to 1, "hardly ever" or "No." Sample questions from Set 1, Intellectual, are: "Do you like to think about new ideas and concepts?" to "Do self improvement pursuits stimulate you?" Each set of questions is accompanied by references to appropriate chapters in the book.

This self-quiz is a way of directing reader interests and, although not constructed according to any scientific base, it still

serves to stimulate leisure exploration. The intended audience of the self-quiz is community college age or older.

Lowery, Lucy, "What Is Your Leisure Quotient?" from *Your Leisure Time...How to Enjoy It.* Los Angeles, Ward Ritchie Press, 1972.

This self-quiz directed at adults consists of 120 activities grouped in pairs. The respondent chooses one item from each pair, resulting in 60 answers. The answers are grouped into larger categories such as physical exercise, adventure, artistic, unusual activities, scientific, and intellectual.

This self-quiz has no scientific base. It is intended to stimulate thought. However, it is quite restricted in the range of alternatives it presents. Another fault is its lack of a glossary. Some terms that could be explained are: AMA, bonzai, hybridize, Greek chorus, and acrostic puzzle.

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Note: The list of 52 National Consortium Staff Development Modules can be found immediately following the Coordinator's Guide.

APPENDICES

APPENDIX A

Correct Answers for Leisure Quiz

1. FALSE. In 1965 the average American had 34.8 hours of leisure time in a week. That number in 1975 had increased to 38.5 hours.

2. FALSE. Watching television is the favorite American leisure time activity.

3. FALSE. The number of persons doing volunteer work has increased. In 1975, 24.3 million (18.1% of the U.S. population) volunteered and in 1974, 36.8 million (23.5% of the U.S. population) volunteered.

4. TRUE. Death rates per 100,000 persons has dropped from 841.5 in 1950 to 666.6 in 1974 to the lowest death rate in history in 1977.

5. FALSE. The number of people indicating "a great deal of satisfaction" from their leisure-time activities is about 58% of the U.S. population.

6. TRUE. Expenditures for recreation account for $6.60 out of every $100.

7. FALSE. The number of Americans participating in hobbies is growing. Two of every five Americans are participating in hobby/crafts including ceramics, quilting, candlemaking, weaving, wood carving and others.

8. TRUE. Seventy-eight million people visited museums and 8.5 million people attended professional basketball games in 1976.

9. FALSE. Tennis was the fastest growing sport during 1973-1976. The number of participants grew 45% during the time period.

10. FALSE. Flextime, Compressed Time, Job Sharing and Job Splitting are a few of the many job scheduling experiments presently underway.

11. FALSE. Approximately 700 different hobby and avocational organizations were identified in 1973.

12. TRUE. 53% of the people in one survey indicated they volunteered because they wanted to help people. 3% of the people in the same survey indicated they hoped it would lead to a paid job.

13. FALSE. Of people working more than one job, 30% do it in order to

meet regular expenses. About 9% of the people surveyed indicated they work another job because they want to buy something special. Other reasons were for experience, to save, and to help others.

14. FALSE. Since 1955, the number of people attending concerts has more than doubled.

15. FALSE. Sailing is the most popular outdoor recreation activity of persons earning $15,000 or more a year while Americans earning less than $8,000 a year are more fond of hunting.

16. FALSE. The most popular outdoor American recreation pursuit is swimming.

17. FALSE. Riding motorcycles off the road is more popular than attending outdoor sporting events.

18. TRUE. There were 345 institutions identified by the National Recreation and Park Association recently.

Items for the Leisure Quiz were adapted from the U.S. Department of Commerce (1976), *U.S. News & World Report* (1977), *Los Angeles Times* (1978), *Santa Ana Register* (1978).

APPENDIX B

Note: Answers to Activity Three can be found among the following definitions.

Leisure Activities

Anvil Shooter - An old folk custom that involves putting one anvil on top of another with a supply of gunpowder in between. The power is ignited and the top anvil blasts off into the air like an overweight cannonball, and crashes back near its "launching pad." Athens State College, Athens, Alabama.

Artifact Detector - A member of the Artifact Recovery Society that spends leisure time using metal detectors looking for artifacts in the ground. Richfield Springs, New York.

Bodyskimmer - The contest where a person, using his/her body, skims for distance on water or sand. Newport Beach, California.

Brick Thrower - A participant in the international contest of throwing a five-pound brick for distance. The contest for women during this contest is the two-pound rolling pin throwing event. Stroud, Oklahoma.

Chicken Jockey - A person who enters a chicken in the annual chicken flying contest. The jockey's role in the contest is to coax his/her chicken to fly the greatest distance. Rio Grande, Ohio.

Chicken Plucker - A member in a contest where the object is to pluck the feathers from a chicken as quickly as possible. Spring Hill, Florida.

Cow Chip Slinger - A contestant in the annual cow chip slinging contest. The object is to throw a cow chip as far as possible and the winner is determined by how far it is thrown. Trophies are awarded that resemble cow chips. Beaver, Oklahoma.

Dowser - People who go out with a dowsing stick or driving rod to find water, gold, etc., that is buried under the ground. Danville, Vermont.

Eye-Gouger - A contestant in the eye-gouging contest which is part of the ear-biting, rattlesnake wrestling and whip fight events during the Muzzle-loading Rendezvous each year at Fort Bridger, Wyoming.

Frog Jockey - An elite corps of females selected each year to spur on

frogs during the frog jumping contests at the annual Frog Festival in Rayne, Louisiana.

Hollerer - Participants in the annual hollering contest. Participants are judged for loudness and originality in their yells. Spivey's Corner, North Carolina.

Jouster - The sport where riders try to spear a tiny ring on the end of a lance while riding on a charging horse. Cordova, Maryland.

Mummy Duster -A member of a special club that spends leisure time cleaning and repairing objects for the University of Pennsylvania Museum.

Quahog Pitcher - The sport where the goal is to pitch a clamshell over 25 feet into a tiny 3-inch hole dug in hard packed sand. Cape May, New Jersey.

Quawk Caller - A contestant in a contest where the object is to make the ugliest-sounding screech possible.

Shovel Racer - A contestant who, using a common grain shovel, rides down the side of a snow covered mountain. Angel Fine, New Mexico.

Waterbug Racer - A waterbug is a Volkswagon beetle with its top removed and its body sealed to make it watertight. Waterbug racers are members of the Waterbugs of America Racing Society. Akron, Ohio.

Worm Fiddler - A contestant who tries to lure worms up above the ground by placing a wooden spike in the earth and dragging a heavy metal bar across it. This creates a vibration that, to worms, is a siren call. The object is to collect as many as possible.

Sources

Daily Pilot, Newport Beach, California, Sunday, August 6, 1978.

Jury, Mark, *Playtime! Americans at Leisure*. New York: Harcourt, Brace, Jovanovich, Inc., 1977.

Stern, Jane and Michael. *Amazing America*. New York: Random House, Inc., 1978.

Work Activities

Back Washer - Tends machines that wash, rinse and dry slivers (cloth fibers) to remove impurities, excess dye and odors.

Blind Hooker - Tends machines that crimp eyelets, grommets, snaps,

buttons, or similar fasteners.

Car Chaser - Directs movement of grain-freight cars in plant yard and selects cars for grain loading.

Chef-de-Froid - Designs and prepares decorated foods and artistic food arrangements for buffets in formal restaurants.

Mud Boss - Tends machines that drain, filter, dry, crush, and package slime from electrolytic tanks, preparatory to recovery of valuable metals such as gold, silver, platinum and vanadium.

Slunk Skinner - Skins sections of animals or whole animals such as cattle, sheep and hogs.

Spiral Runner - Tends battery of spirals (mechanical devices that separate minerals from other materials) by centrifugal force.

Stogie Packer - Rolls cigars by hand.

Toe Pounder - Tends machines that pound down and buff edges of leather uppers to provide smooth base for outer soles.

Source

U.S. Department of Labor, *Dictionary of Occupational Titles*, Fourth Edition, 1977.

APPENDIX C

RESOURCE LIST

SECTION

I. Books related to leisure counseling, guidance and education.

II. Computer-based search materials.

III. Periodicals.

IV. Audio-visual materials.

V. Directories.

VI. Newsletters.

VII. National Volunteer Sources.

VIII. Addresses of Federal Agencies.

Section I: Books Related to Leisure Counseling, Guidance and Education

The majority of the books listed in Section I below approach leisure from a guidance perspective. That is, they stress methods for helping people identify, understand, choose and organize leisure alternatives.

Some books in Section I are oriented to the recreation profession, and are included for those seeking more detailed information.

Leisure Counseling and Education Publications

Note: See *Books-In-Print* for updated prices and publisher addresses.

Bailey, L. *Time to spare.* New York: McGraw-Hill, 1978.

Bolles, R. *The three boxes of life.* Berkeley, Calif.: Ten Speed Press, 1978.

Brademas, J. *New thoughts on leisure.* Champaign, Ill.: Office of Park and Recreation Resources, 1978.

Brightbill, C. K. *The challenge of leisure.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1960.

. . . . . *Career development: a California model for career guidance curriculum K-adult.* Fullerton, Calif.: California Personnel and Guidance Association, 1972.

Colby, P. G. *Helping students explore work and leisure options.* Palo Alto, Calif.: American Institute for Research, 1979.

Corbin, D. *Recreation leadership.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1969.

Corbin, D. and Tait, W. *Education for leisure.* Englewood Cliffs, N.J.: Prentice-Hall, Inc., 1963.

DeGrazia, Sebastian. *Of time, work and leisure.* New York: Anchor Books, 1964.

Edwards, P. B. *You've got to find happiness, it won't find you.* Los Angeles, Calif.: Nash Publishing, 1971.

Edwards, P. B. *Leisure counseling techniques, individual and group counseling step-by-step.* Los Angeles, Calif.: University Publishers, 1977.

Epperson, A., Witt, P. and Hitzhusen, G. *Leisure counseling, an aspect of leisure education.* Springfield, Ill.: Charles C. Thomas, 1977.

Fisk, M., *Encyclopedia of associations*. Detroit, Mich.: Gale Research Company, 1978.

Godbye, G. *Leisure studies and services*. Philadelphia: W. B. Saunders Co., 1976.

Gunther, M. *The weekenders*. Philadelphia/New York: J. B. Lippincott Co., 1964.

Hayes, G. A. *Leisure education and recreation counseling*. Blacksburg, Va.: Virginia Polytechnic Institute and State University, 1976.

Heimberg Ross, M. *Creative loafing, a shoestring guide to new leisure fun*. San Diego, Calif.: Communication Creativity, 1978.

Jensen, C. *Recreation and leisure time careers*. Louisville, Ky.: Data Courier, Inc., 1976.

Jensen, C. R. *Leisure and recreation: introduction and overview*. Philadelphia: Lea and Febiger, 1977.

Jones, A. M. *Leisure time education*. New York: Harper & Bros., 1946.

Kaplan, M. *Leisure: theory and policy*. New York: John Wiley & Sons, Inc., 1975.

Kaplan, M. and Bosserman, P. *Technology, human values and leisure*. Nashville, Tenn.: Abingdon Press, 1971.

Larrabee, E. and Rolf, M. *Mass leisure*. Glencoe, Ill.: The Free Press, 1958.

Lehman, H. D. *In praise of leisure*. Scottsdale, Penn.: Herald Press, 1974.

Lobb, C. *Exploring careers through volunteerism*. New York: Richards Rosen Press, Inc., 1976.

Loughary, J. W. and Ripley, T. M. *This isn't quite what I had in mind: a career planning program for college students*. Chicago, Ill.: Follett Publishing Company, 1978.

Loughary, J. W. and Ripley, T. M. *Career and life planning guide*. Chicago, Ill.: Follett Publishing Company, 1976.

Lowery, L. *Your leisure time...how to enjoy it*. Pasadena, Calif.: Ward Ritchie Press, 1972.

Maryhelen, V. *Recreation leadership*. Philadelphia: Lea and Febiger, 1977.

McDaniels, Carl. *Leisure and career development at mid-life.* Charlottesville, Va.: Virginia Polytechnic Institute and State University, 1976.

McDowell, C. F. *Leisure counseling: selected lifestyle processes.* Eugene, Ore.: University of Oregon, 1976.

Neulinger, J. *The Psychology of leisure, research approaches to the study of leisure.* Springfield, Ill.: Charles C. Thomas, 1974.

Overs, R. P., O'Conner, E. and Demarco, B. *Avocational activities for the handicapped: a handbook for avocational counseling.* Springfield, Ill.: Charles C. Thomas, 1974.

Overs, R. P., Taylor, S. and Adkins, C. *Avocational counseling manual, a complete guide to leisure guidance.* Washington, D.C.: Hawkins and Associates, Inc., 1977.

Phillips, L. *Barriers and bridges, an overview of vocational services.* Sacramento, Calif.: California Advisory Council on Vocational Education, 1977.

Sessoms, H. D., Meyer, H. D. and Brightbill, C. K. *Leisure services, the organized recreation and park system.* Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1975.

Shapiro, S. A. and Tuckman, A. J. *Time off, a psychological guide to vacations.* New York: Anchor Press/Doubleday, 1978.

Staley, E. J. and Miller, N. P. *Leisure and the quality of life: a new ethic for the 70's and beyond.* Washington, D. C.: American Association for Health, Physical Education and Recreation, 1972.

Swell, L. *Success, you can make it happen.* New York: Simon and Schuster, Inc., 1976.

Webster, J. and Webster, H. *18, the teenage catalog.* New York: Quick Fox, 1976.

Weiskopf, D. *A guide to recreation leadership.* Boston, Mass.: Allyn and Bacon, Inc., 1975.

Winefordner, D. W. *Exploring career decision-making.* Bloomington, Ill.: McKnight Publishing Co., 1978.

The Recreation Program. North Palm Beach, Fla.: The Athletic Institute, 1973.

Leisure Education Advancement Project (L.E.A.P.), National Recreation and Park Association, 1977.

The LEAP project is a collection of activities related to infusing the concept of leisure into various classroom situations. In addition to the activities, an annotated bibliography is available.

The bibliography of leisure education materials is divided into seven sections including articles (journals and magazines); audio-visual materials; books; citations (theses and dissertations); historical (references that predate 1950); miscellaneous (conference proceedings, proposals, published papers); unpublished papers.

Information concerning the LEAP project and bibliography can be obtained from:

Publication Sales
National Recreation and Park Association
1601 North Kent Street
Arlington, Va. 22209

Section II: Computer-based Search Materials

This section identifies additional printed books and other materials available from computer-based searches. It is selective, not inclusive.

1. *Counseling for Leisure Time*

This publication lists 71 different resources related to leisure. *Counseling for Leisure Time* is part of the series titled Search-light available from ERIC/CAPS.

INTRODUCTION

This information packet, prepared by the ERIC Clearinghouse for Counseling and Personnel Services, is intended to alert users to a body of literature on a topic of current interest to counselors and others in the helping professions. It identifies resources that have been cited in ERIC's two publications, Resources in Education (RIE), and Current Index to Journals in Educations (CIJE) from November 1966 through June 1977. All citations are arranged in order starting with the most recent.

Cost: $1.50
Available from: ERIC COUNSELING AND PERSONNEL SERVICES INFORMATION CENTER
School of Education
The University of Michigan
Ann Arbor, Michigan

2. *A General Bibliography of Leisure Publications*

This bibliography appeared in Volume 9, Number 1, pp 15-54 of the *Journal of Leisure Research*. Copyright 1977 by the National Recreation and Park Association. It contains 300 leisure-related references and was collected from four abstract sources. They are organized into 17 categories. These are: concepts, bibliographies, methods, work and leisure, cross-cultural leisure, family leisure, group differences, specific activities, television, outdoor recreation, therapeutic recreation, leisure counseling and education, mental retardation, sports and P.E., professional recreation issues, youth and play. Other subcategories within these groups include the blind, camping, elderly, games, toys, travel and urban recreation. For greater convenience the entries are cross referenced and indexed by both author and keywords.

Method of Reference Collection. The references presented here were collected from the *Psychological Abstracts*. These were indexed largely under leisure, and recreation, with some listed under extracurricular, music, therapy, play, and play therapy. They

were taken from the years 1927, 1928, 1950, 1967-1971, 1973, and 1974. About 120 were obtained from the *Sociological Abstracts*. These were indexed largely under sociology of leisure with a few under mass culture, communications, and industrial sociology. They were taken from the years 1954-1966, 1968, and 1974. About 90 references were obtained from the *Current Index to Journals in Education*. These were taken from the years 1969-70, 1972, and 1974 from leisure and recreation headings. About 30 references were obtained from *Research in Education* from 1967 to 1970 under the same headings. Collection was divided into sections of one or more years. Within each period the first 30 entries with abstracts were used with a few exceptions. Recent references were preferred over older references. Foreign articles and some about specific sports were eliminated. Some items without abstracts were taken from the education sources because abstracts were rare. After the collection phase about 60 references were eliminated because they were incomplete or because they were unpublished reports or dissertations. The few duplicates which occurred were also eliminated.

Cost: (unknown)
Available from: Requests for reprints should be sent to:
Rick Crandall
Institute of Behavioral Research
Texas Christian University
Fort Worth, Texas 76129

3. Magazine Index is a database online computer search for articles by subjects in 350 general American magazines. Some of the categories related to the area of leisure include magazines grouped according to:

Life and Living: From *American Baby* to *Retirement Living*. Included are *Boy's Life, Seventeen, Aging*.

Leisure Time Activities: From *Antiques* to *Workbench*.

Home Centered Arts: *Better Homes and Gardens* to *Goodhousekeeping*.

Sports, Recreation/Travel: *Archery World* to *Yachting*. Included are *Backpacker, Offroad, Soaring* and *Soccer*.

Cost: $45 per connect hour
Available from: The Dialog Service

You can obtain more information on Dialog by:

Calling DIALOG: (800) 227-1960 (Toll-free in Continental U.S., except California)
(800) 982-5838 (California)
(415) 498-4411, Ext. 45412 (All other locations)

Writing to: Lockheed Information Systems
Code 5020/201
3521 Hanover Street
Palo Alto, CA 94304

Lockheed DIALOG representatives are located in:

Chicago, IL Lockheed Information Systems
Suite 201, Crawford Savings Bldg.
1400 Summit Avenue
Oak Brook Terrace, IL 60181
(312) 629-7416

New York, NY Lockheed Information Systems
200 Park Avenue, Suite 303 East
New York, NY 10017
(213) 682-4630

Washington, DC Lockheed
900 17th Street, N.W.
Washington, D.C. 20006
(202) 872-5971

London, England Learned Information (Europe) Ltd.
Woodside House
Hinksey Hill
Oxford, OX1 5BP
United Kingdom

Section III: Periodicals

A. General Use Magazines

There are over 50,000 general periodicals published throughout the world. Two directories which list most of these periodicals and are often found in reference libraries are *Magazines for Libraries* (both second edition and supplement), and *Standard Periodical Directory (Fifth Edition)*.

Each directory listing is annotated and includes the same information for most of the entries as illustrated below:

Magazines for Libraries (Second Edition and Supplement), sample entry:

SOCCER AMERICA. 1971. w. $9.50. Clay Berling. 1519 Shattuck

Ave., Berkeley, Calif. 94709. Illus., adv. Circ: 3,000. Sample.

Aud: Hs, GA, Ac.

The best current magazine in America dedicated solely to soccer. Issued every Tuesday, the offset 20-page publication covers all the national events and sports figures, even includes a weekly record of college and youth games. Usually there are one to two feature stories, but primarily short news notes on all aspects of soccer from high school through the pros and a few advertisements. A fine addition for any high school, public or university library where there is an interest in the game.

Standard Periodical Directory (Fifth Edition), sample entry:

ROCK & GEM MAGAZINE
Behn Miller Publishers, Inc., 15600l
Ventura Boulevard, Encino, California 91436 Ph. (213) 788-7080
Ed. W.R.C. Shendenhelm; Publ. S. G. Behn, J. Miller; Adv. Dir.
L. Martin

Reports on the lapidary, gem and mineral hobbies, with an emphasis on "how-to-do-it" jewelry making, field trips for rockhounds, etc. Types of material used: book reviews; features.

Refer to Section II above for additional information related to general magazines and leisure.

B. Professional Journals

The National Recreation and Park Association contributes to the following journals:

Journal of Leisure Research (research reports)
Therapeutic Recreation Journal (therapeutic recreation information)
Washington Action Report (legislative updates)

Subscription information can be obtained from:

National Recreation and Park Association
1601 North Kent Street
Arlington, Virginia 22209

The National Vocational Guidance Association, a division of the American Personnel and Guidance Association, publishes the following journal which includes articles relating leisure to career development.

The Vocational Guidance Quarterly

Subscription information can be obtained form:

American Personnel and Guidance Association
1607 New Hampshire Avenue, N.W.
Washington, D.C. 20009

The American Alliance for Health, Physical Education and Recreation published the following magazine:

The Journal of Physical Education and Recreation

Of special interest to people gathering leisure education/counseling information is the resource:

Leisure Today

This special insert appears occasionally in the journal above and is edited by the affiliate association, American Association for Leisure and Recreation. Subscription information may be obtained from:

American Alliance for Health, Physical Education and Recreation
1201 16th Street, N.W.
Washington, D.C. 20036

There are other professional journals which related to leisure; however, the above references are suggested as a beginning point to gather research data concerning leisure.

C. Magazines

AGE: *Aging, Dynamic Years, Modern Maturity, Retirement Living.*

ART/ARCHITECTURE/CRAFTS: *American Art Review, American Artist, Architecture Digest, Architecture Review, Art in America, Art News, Ceramics Monthly, Craft Horizons, Creative Crafts, Design, Design News, Design Quarterly, Workbasket.*

BUSINESS: *Administrative Management, American Economic Review, American Federationist, Barrons, Business Economics, Business Horizons, Business Week, Challenge, Commerce America, Duns Review, Economic Indicators, Financial World, Forbes, Fortune, Harvard Business Review , Industrial Research, Industry Week, Journal of Small Business Management, Labor Today, Management Today, Modern Office Procedures, Monthly Labor Review, Nations Business, Occupational Outlook, Real Estate Today, Review of Economics and Statistics, Sales and Marketing Management.*

CHILDREN AND TEENAGERS: *American Baby, American Girl, Boy's Life, Children Today, Horn Book, Parents Magazine, Seventeen, Scouting*

Teen.

CONSUMER & PRODUCT EVALUATION: *Car & Driver, Changing Times, Consumer Guide, Consumer News, Consumers Digest, Consumers Report, Consumers Research Magazine, Money, Moneysworth, Motor Trend.*

EDUCATION: *American Education, American School and University, Change, Clearing House, Education, English Journal, Instructor, School Arts, Today's Education.*

ENVIRONMENT: *Audobon, Conservationist, Environment, International Wildlife, Living Wilderness, Mother Earth News, National Parks and Conservation Magazine, National Wildlife, Our Public Lands.*

GENERAL: *America, American Legion Magazine, American Scholar, Americas, Atlantic, Center Magazine, Christian Century, Christian Herald, Christianity Today, CoEvolution Quarterly, Commonweal, Country Gentleman, Current, Current Biography, Daedalus, Ebony, Esquite, Harper, Horizon, Intellect, Jet, McLeans, Monthly Review, MS, Nation, National Catholic Reporter, National Review, New Republic, New Statesman, New York Review of Books, New York Times Magazine, New Yorker, Oui, Penthouse, People, Playboy, Present Tense, Readers Digest, Saturday Evening Post, Saturday Review, Senior Scholastic, Sepia, Smithsonian, Soviet Life, Town & Country, U.S. Catholic, Washington Monthly.*

HEALTH: *American Imago, Family Health, Health Letter, MH (Mental Health), Prevention, Psychology Today, World Health.*

HISTORY/SOCIAL SCIENCE/FOREIGN AFFAIRS/PUBLIC SERVICE: *American City & County, American Heritage, American Historical Review, American History Illustrated, American West, Americana, Annals of the American Academy of Social and Political Sciences, Commentary, Congressional Digest, Current History, Department of State Bulletin, Early American Life, Foreign Affairs, Foreign Policy, Indian Historian, Journal of American History, Mankind, Mother Jones, Nations Cities, Natural History, Negro History Bulletin, Progressive, Public Management, Society, UNESCO Courier, United Nations Chronicle, Yale Review.*

HOBBIES AND COLLECTIONS: *American Rifleman, Antiques, Antiques Journal, Audio, Camera 35, Family Handyman, Flying, Guns and Ammo, Hobbies, Hot Rod, Lapidary Journal, Model Airplane News, Model Railroader, Modern Photography, Popular Photography, PSA Bulletin, Road and Track, Spinning Wheel, Stamps, Stereo Review, Trains, Workbench, 35 MM Photo.*

HOME CENTERED ARTS: *American Home, Apartment Life, Better Homes and Gardens, Cosmopolitan, Country Journal, Essence, Flower and Gar-*

den, Food and Nutrition, Glamour, Good Housekeeping, Gourmet, Harpers Bazaar, Horticulture, House and Garden, House Beautiful, Ladies Home Journal, McCalls, Mademoiselle, Modern Bride, Organic Gardening and Farming, Redbook, Trailer Life, Sphere, Vintage, Viva, Vogue, Weight Watchers, Wine World, Women's Day.

LIBRARIES: *American Libraries, Library Journal, Publisher's Weekly, School Library Journal, Wilson Library Bulletin.*

MUSIC AND DANCE: *American Record Guide, Country Music, Dance Magazine, Down Beat, Guitar Player, Music Quarterly, Opera News, Rolling Stone, Sing Out.*

NEWS: *Alaska, American West, Boston Magazine, Chicago, Colorado Rocky Mountain West, Los Angeles, Magazine of Dallas, MPLS (Minneapolis), New Orleans, New West, New York, Philadelphia Magazine, San Francisco, Southern Living, Sunset, Texas Magazine, Washingtonian, Yankee.*

SCIENCE FICTION AND OCCULT: *Analog, Fantasy and Science Fiction, Fate, New Realities, Psychic World.*

SCIENCE AND TECHNOLOGY, AGRICULTURE: *Air Progress, American Forests, Astronomy, Aviation Week, BioScience, Bulletin of the Atomic Scientists, Byte, Chemistry, Countryside, Datamation, Electrical World, Electronics, Farm Journal, Focus, Human Behavior, Health Letter, Mechanix Illustrated, Mufon UFO Journal, Oceans, Physics Today, Popular Electronics, Popular Mechanics, Popular Science, Radio-Electronics, Railway Age, Science, Science Digest, Science News, Scientific American, Sea Frontiers, Sea Secrets, Sky and Telescope, Space World, Successful Farming, Weatherwise.*

SPORTS, RECREATION: *Archery World, Bakcpacker, Bicycling, Bike World, Boating, Camping Magazine, Cycle, Cycle Guide, Cycle World, Field and Stream, Golf Magazine, Motorboating and Sailing, Offroad, Outdoor Life, Parks and Recreation, Runners World, Sail, Skateboarder, Skiing, Skindiver, Soaring, Soccer, Sport, Sporting News, Sports Afield, Sports Illustrated, Tennis, Tennis Illustrated, Trailer Boats, Water Skier, WomenSports, World Tennis, Yachting.*

THEATRE/FILMS/LITERATURE: *American Film, Drama News, Film Comments, Film Quarterly, Interview, Players, Plays, Poetry, TV Guide, Variety, The Writer, Writer's Digest.*

TRAVEL: *Desert, Holiday, National Geographic, Travel.*

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Section IV: Audio Visual Materials

Posters and bulletin board dispalys can bring attention to a CRC service. One poster that helps relate leisure to careers was developed by Carl McDaniels and Cathy Simutis. The chart identifies leisure activities like individual and team sports, hobbies and extracurricular activities and then suggests careers that could lead from those activities. The chart, as well as other career related charts, can be obtained from:

Garret Park Press
Garrett Park, Maryland 20766

Another helpful guide to bulletin boards is a book titled *Bulletin Boards About Careers,* copyright 1975, by Mary Kinaver Davis, and Jo Ann Robinson. This book deals with occupational themes but can be adapted to leisure and is available from:

T. S. Denison & Company, Inc.
5100 West 82nd Street
Minneapolis, Minnesota 55437

Maps are available which locate various recreation activities or facilities within a given geographic location. For example, the federal government publication *Guide and Map of the National Parks* tells where the 300 national parks, monuments, and historical sites are located throughout the United States. Copies of the guide, which lists what facilities are available at each area, can be purchased from the:

Consumer Information Center
Department 110F
Pueblo, Colorado 81009

Other maps identifying recreation activities and/or facilities available in a given city or other geographic area can be obtained from commercial bookstores. For example, in Orange County, California, some bookstores sell a map that identifies amusement parks, camping and picnic areas, water sports, golf courses and parks within the county boundaries. For information about maps in your geographic area contact your local bookstore or write to:

American Map Vendors
3120 Los Coyotes Diagonal
Long Beach, California 90808

Another source for recreation maps throughout the United States and foreign countries is the American Automobile Association (AAA). There are more than 80 district offices that can be contacted to obtain maps and other information sources describing sports and recreational

attractions, boating spots and bike trails, campgrounds and trailer parks, etc. To obtain the services, one must be a paid member of a local club. Information on local clubs can be obtained from the national headquarters at:

American Automobile Association
8111 Gatehouse Road
Falls Church, Virginia 22042

The *Los Angeles Times* newspaper has produced a sports and recreation map. This map locates cultural centers, golf courses, museums, tourist attractions and other leisure activities within the five-county area of Los Angeles, Orange, Riverside, San Bernardino and Ventura. To obtain a copy, contact:

The Los Angeles Times
Marketing Research Department
Times Mirror Square
Los Angeles, California 90053

The *Educators Guide to Free Guidance Materials* is a publication that identifies films, filmstrips, slides and tapes related to various leisure activities. This yearly updated listing can be obtained from:

Educators Progress Service, Inc.
Randolf, Wisconsin 53954

An excellent guide to a selected list of bibliographies and journals which review books, periodicals, and audio-visual materials of relevance for elementary and secondary school instructional programs is *Aids to Media Selection for Students and Teachers* (1976). This book can be obtained from:

The Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

Some school, college and community libraries maintain film collections of their own. Furthermore, they could be members of a film program where they receive films that circulate from library to library in a given area. Check your school library for more information about local library services.

One agency that was organized with the major goal of maintaining an audio-visual library of leisure information is the National Recreation and Parks Association, University of Missouri Audio Visual Center. This A.V. library contains over 100 different A.V. resources including 16 mm film, videocassette and slide/tape program formats. The range of leisure activities begins with church recreation and ends with wheel-

chair square dancing.

One example of the many programs available is "Leisure Attitudes and American Lifestyle." This is a color 170-slide/tape program that requires two carousel projectors and a cassette slide synchronizer to project the program. This slide/tape program is an overview of the wide variety of leisure pursuits typical of various American lifestyles today.

The charge to rent one of these programs is $8 for one to two days' use. For a free copy of the current catalog of holdings, write to:

Academic Support Center, Materials Scheduling
University of Missouri
505 East Stewart Road
Columbia, Missouri 65201

The National Recreation and Park Association just released its first documentary film on leisure in America. In Search of Balance is a 25-minute 16 mm film which provides an understanding of the park, recreation and leisure scene in America today. This film opens with a discussion of the first park in America as declared by King Phillip of Spain back in 1573. The film then proceeds forward to present times and discusses how people in all areas of life including handicapped and those confined to prison should be provided constructive leisure opportunities.

The cost of the film is $425. Further information may be obtained by contacting the National Recreation and Park Association or the producer:

Anthony T. Lorch
6101 Montrose Road
Rockville, Maryland 20852

V. Directories

The items listed under this heading identify a variety of book and magazine directories. Each directory referenced will lead you to many other books or magazines which have some relationship to leisure activities.

The *Spare Time Guide* series: *Information Sources for Hobbies and Recreation* consists of ten volumes which range from Automotive Repair and Maintenance to Sports in content. Each volume lists books, periodicals and other sources of information related to the title of the

volume. The complete collection includes the following volumes: Automotive Repair and Maintenance; Hunting and Fishing; Home Repair and Improvement; Crafts for Today: Ceramics, Glasscrafting, Leatherworking, Candlemaking, and Other Popular Crafts; Stamps and Coins; Wine, Beer and Spirits; Weaving, Spinning and Dyeing; Railroads; Outdoor Recreation; Sports.

For information contact:

Libraries Unlimited, Inc.
P. O. Box 263
Littleton, Colorado 80120

How-to-do-it-Books was published a third time in 1963. This book could be helpful to the hobbyist and home craftsman who enjoys building and repairing. This book identifies various books, pamphlets, government documents and other printed materials relating to spare-time recreational and home-making activities. For information about this book, contact:

R. R. Bowker Company
1180 Avenue of the Americas
New York, New York

Another resource listing information in the do-it-yourself field is *Selected Guide to Make-it, Fix-it and Do-it Yourself Books* (1973). Information may be obtained from:

Fleet Press Corporation
160 Fifth Avenue
New York, New York 10010

The final reference to how-to-do-it information sources is this bibliography is the *Index to How to Do It Information* (1977). This index is a guide to "how-to" articles found in 18 popular magazines. The major areas of emphasis include arts and crafts, automotive, boating, electronics, furniture, hi-fi and stereo, hobbies, photography, radio, sports, toys and games, television and woodworking.

For information contact:

Norman Lathrop Enterprises
P. O. Box 198
Wooster, Ohio 44691

Five paperback books which describe museums and other places to visit in the United States include the following directors: *Aircraft Museum Directory; American Revolution Bicentennial Directory; Automobile Museum Directory; Nautical Museum Directory* and the *Restored Village Directory*. All these publications are available from:

Quadrant Press, Inc.
Suite 707, 19 W. 44th Street
New York, New York 10036

The *Guide to American Directories* (1975) is known to many people as the directory of directories. In this 9th edition it identifies various directories in subject areas like hobbies and sports which makes it potentially helpful to someone looking for leisure information. For information contact:

Klein Publications, Inc.
Coral Springs, Florida

Section VI: Newsletters

One of the few newsletters published primarily to promote leisure is the *Leisure Information Newsletter*. This publication highlights various workshops, seminars and conferences around the world which relate to leisure. In addition, there are reports, reviews and other detailed information for a variety of leisure topics. Subscription information can be obtained from:

Leisure Information Newsletter
145 East 92nd Street
new York, New York 10028

Another newsletter which approaches leisure, however, from a career development perspective is *Lifespan: Job, Vocation, Leisure*. This newsletter is the product of a life planning project, Office of Developmental Studies, College of Education, University of Oregon. For information concerning this newsletter contact:

Jack Loughary or
Theresa Ripley
College of Education
University of Oregon
Eugene, Oregon 97403

Section VII: National Volunteer Resources

1. Administration and Organization References:

ORGANIZATION	SERVICE/PROGRAM PROVIDED
ACTION Washington, D.C. Toll Free Number: (800) 424-8580	Federal agency. Administers VISTA, RSVP, Foster Grandparents. Nat'l Student Volunteer Program. Univ. Year for ACTION, senior Companion Program. Provides grants, technical assistance and volunteers to local projects.
National Center for Voluntary Action 1214 Sixteenth Street, N.W. Washington, D.C. 20236 (202) 467-5560	National Organization of Local Voluntary Action Centers, training, education, publications.
National Self-Help Resource Center, Inc. 2000 "S" Street, N.W. Washington, D.C. 20009 (202) 338-5704	Administers community resource centers, technical assistance, information exchange.
National Information Center on Volunteerism P.O. Box 4179 Boulder, Colorado 80302 (303) 447-0492	Consultation, training, information exchange
Association of Voluntary Action Scholars Box G-55 Boston College Chestnut Hill, Massachusetts (617) 969-0100, Ext. 2494	Researches and disseminates information on volunteerism; publishes two journals.
Association of Volunteer Bureaus 801 North Fairfax P.O. Box 125 Alexandria, Virginia 22314 (703) 836-7100	Workshops and assistance in developing local bureaus.

2. Recreation and Leisure Activities References

Heritage Conservation and Recreation Service U.S. Department of the Interior San Francisco, California 94102 (415) 556-8710	Information clearinghouse; technical assistance; training seminars related to volunteerism.

National Recreation & Park Association 1601 North Kent Street Arlington, Virginia 22209 (703) 525-0606	Information, technical assistance, consultation on all aspects of parks, recreation and leisure services.
President's Council on Physical Fitness and Sports Washington, D.C. 20201	Holds clinics to train volunteer leaders in recreation and physical fitness programs.

CALIFORNIA VOLUNTEER RESOURCES

ORGANIZATION	SERVICE/PROGRAM PROVIDED
Office of Volunteerism Office of the Governor Sacramento, California 95814 (916) 322-6061	Point of advocacy for volunteerism, help problem solve, remove barriers, advise governor.
California Volunteer Network P.O. Box 2671 San Diego, California 92111	Statewide communication, issues involving volunteerism.

Reference: *California Parks & Recreation Magazine*, October/November 1978 (The official magazine of the California Park and Recreation Society, Inc.).

Section VIII: Addresses of Federal Agencies

U.S. National Park Service
Department of the Interior
Washington, D.C. 20240

U.S. Forest Service
Department of Agriculture
Washington, D.C. 20250

U.S. Bureau of Reclamation
Department of the Interior
Washington, D.C. 20240

U.S. Bureau of Land Management
Department of the Interior
Washington, D.C. 20240

COORDINATOR'S GUIDE

PROVIDING LEISURE INFORMATION IN THE CAREER RESOURCE CENTER

TABLE OF CONTENTS

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MODULE GOAL AND OBJECTIVES

Module Goal

This module is directed toward paraprofessional and professional personnel in Career Resource Centers, grades 9-12. The topic is acquiring beginning knowledge and skills and providing leisure information in the Career Resource Center (CRC). Participants will gain knowledge of leisure/work trends and the leisure-work continuum, and demonstrate entry level skills in using leisure resources, classifying leisure information materials and evaluating a leisure inventory.

Module Objectives

Upon completion of this module, you will be able to:

1. List five work and leisure trends. Successful completion of this objective requires participants to list five work and leisure trends upon presentation and discussion of over ten work and leisure trends given in the module text.

2. State a leisure activity which can develop into a related career for at least five subject matter areas. Successful achievement of this objective requires participants to review a list of ten school subject areas and then choose any five of them and identify at least one related leisure activity and a related career emerging from each activity.

3. List two sources of leisure information for each of the following areas: Career Resource Center; campus; local-state governments, federal government and non-profit and/or private agencies. Successful achievement of this objective requires participants to identify at least eight of the ten possible sources of leisure information specified in the objective.

4. Classify eight out of ten leisure activities according to three leisure information filing systems. Successful achievement of this objective requires participants to identify three different leisure filing systems and state one advantage and one disadvantage for each system.

SUGGESTED TIME SCHEDULE

	approximate time
Introduction	40
Leisure Quiz (10 minutes)	
Ice-breaker (20 minutes)	
Workshop format, time table, objectives (10 minutes)	
Session I	50
Discussion (20 minutes)	
Participants score own leisure quiz and discussion (15 minutes)	
Evaluation (15 minutes)	
BREAK*	
Session II	
Leisure-work activity (15 minutes)	60
Discussion (30 minutes)	
Evaluation (15 minutes)	
LUNCH	60
Session III	80
Discussion (45 minutes)	
Newspaper activity (20 minutes)	
Evaluation (15 minutes)	
Session IV	40
Discussion (20 minutes)	
Evaluation (20 minutes)	
BREAK*	
Session V	60
Discussion (15 minutes)	
Activity (30 minutes)	
Evaluation (15 minutes)	
Summary	10
Questions and Answers	

*Length to be determined by coordinator

ROLE OF COORDINATOR

Workshop success is related to your important role as coordinator. Your role includes the following:

Set the Tone

Set the right mood. Optimum participation is achieved when participants are relaxed, yet involved in the workshop. Inject humor into the activities and discussions.

Set the Pace

Maintaining the correct workshop pace is important. Allowing too much time to complete an activity or lecture could require other sessions to be shortened. However, if things bog down, ask some leading questions and get a lively discussion going. Keep the flow smooth at junctures in the module, winding up one activity with a satisfying resolution and easing participants into the next. Be flexible in structuring activities, adapting to individuals and situations as needed. Times in the "Module Outline" should be changed as needed.

Facilitate

Participants should be encouraged to discuss and interact as often as possible. Bring out shy people; don't let aggressive ones dominate. Watch facial expressions and body language. Spot problems and work them out. In short, act as a guide through the module, but try not to get in the way.

Evaluate

Make sure participants are headed in the right direction; nudge them that way when they're not. Judge whether they perform adequately in the post-assessment items, the activities which are part of the assessment and in the application. In general, maintain the quality level of the workshop.

FUNCTION OF COORDINATOR

Your function as coordinator is to make sure all the "housekeeping details" of the workshop have been organized. You will be free to concentrate on your role as leader and facilitator if everything is well planned.

The housekeeping details listed below require appropriate consideration.

Prior to the Workshop

1. Study the module thoroughly ahead of time. Be familiar with the participant materials and this Coordinator's Guide.

2. Make sure all needed materials are present for the workshop. See "Materials Needed for Module."

3. Package extra activity and evaluation worksheets separately from the text. This will permit participants to keep text worksheets free of writing for future reproduction if needed.

4. If the workshop is to be offered for credit, find out what is required for registration.

5. A room is required that will accommodate all participants comfortable and that has sufficient space to allow breaking into four or five smaller discussion groups. Certain activities will require a writing surface; make arrangements for tables or tablet arm chairs to be available during the workshop. If audio-visual aids are used, check out such things as electrical outlets, extension cords, controls for lights, and chalkboard.

At the Workshop

1. Introduce yourself to participants and then to each other (ice-breaker activity). Briefly explain your background and the role you will play in the module.

2. Using the "Time Schedule," establish time limits (lunch, breaks, etc.) for the day, and do your best to stick to them.

3. Introduce the basic purposes and structure of the module by going over the module goal and objectives.

4. Mention other modules in the grant that are related to this subject.

5. Having participants read the entire text before discussion is time consuming. The coordinator reading the text to participants is poison. Indicating main points and giving examples should be practiced whenever possible as the participants follow in the text.

6. Conduct wrap-up sessions at the end of each section and at the end of the whole module. Your tasks here are as follows: (a) Summarize what has gone on and been accomplished. (b) Resolve any unanswered questions. (c) Point out sources for additional study. (d) Mention any technical assistance available; for example, experts related to module topics to whom they might be able to turn.

7. Throughout, observe how things go and collect suggestions for ways to improve the module. Keep a written account of these.

MATERIALS NEEDED FOR MODULE

1. General: Materials and equipment required for all sections.
   a. Pens and/or pencils.
   b. Extra copies of all post-assessment and other activity worksheets.
   c. Tables or tablet arm chairs.
   d. Copies of module text.

2. Objectives, One, Two, Four, and Five.
   No other materials are required other than those listed in No. 1 above.

3. Objective Three.
   In addition to materials in No. 1 above, the following is necessary to complete this objective: one different daily newspaper for each group.

SUGGESTIONS BY SECTION

Leisure Quiz (Introductory Activity)

There are two reasons for having the Leisure Quiz at the onset of the workshop: (1) It helps stimulate workshop participants to begin thinking of major aspects of leisure and work in the United States. (2) It helps give participants a personal point of reference in regard to their knowledge of leisure.

Rather than provide answers to the quiz upon completing it, the authors suggest that participants be able to correct their own quizzes at the completion of Objective One when they will have gained background information.

Introduction

A. *Ice-breaker (Introductory Activity).* The purpose of the ice-breaker activity is to help participants get acquainted with each other. In addition, the activity suggested in the text is helpful because it gets participants to personally relate to the workshop topic.

This activity requires participants to work in pairs. Therefore, form your basic groups of four at this point if you have not already done so by numbering off, etc. Your sub-groups can then pair off. The pairs introducing each other may become time consuming depending upon the size of the group. A time limit of say, one minute, could be imposed.

B. *Module Goal and Objectives.* It is important that you as coordinator are knowledgeable of the module goal and module objectives. In fact, you are urged to go through the text completing all the exercises prior to coordinating the day's activity.

C. *Glossary.* Be sure that in discussing these terms with participants their feedback shows they understand them.

Leisure-Work Trends

A. Review objective.

B. Emphasize the fact these are trends by using the word "trend"

frequently. Summarize the trend at the end.

C. Activity One (Leisure Quiz)

1. Have participants locate completed Leisure Quiz.
2. Using Appendix A in text, have participants grade own quiz.
3. Answer any questions that come up.

D. Activity Two (Evaluation of Objective One)

1. Review Activity and criteria for achievement.
2. Stress the element of change that must exist in order to have a trend.

E. Using "Quick review of trends" below, summarize leisure-work trends from the text and have participants correct own papers.

Quick Review of Trends Cited in Text

1. Leisure time on increase. Work time on decrease.
2. Job rescheduling experiments: flextime, job sharing, compressed time.
3. More leisure programs as work incentives: tennis courts, tracks, etc.
4. Employer-sponsored vacations increasing.
5. 3-day weekends increasing.
6. More vacation time for shorter periods of service.
7. Job dissatisfaction on increase.
8. The money people spend during leisure is increasing.
9. Shift away from rest and relaxation to more active pursuits such as sports.
10. Books on tapes for commuters.
11. Tours on tape for vacationers.

Leisure-Work Continuum

A. Review objective.

B. Activity Three

1. Have participants turn to end of text for Activity Three or furnish an activity sheet for them.
2. Go over instructions as found on worksheet.

3. The purpose of this activity is to stimulate thought on what is work and what is leisure through humorous labels.

4. Have participants turn to Appendix B for right answers.

C. Discuss the text. Have participants give examples from their own experience.

1. Use the chalkboard or an overhead transparency to illustrate the leisure-work continuum referenced in this part of the text. For example:

/ / /
Leisure Work

2. Encourage participants to suggest where their own or text examples would go on the continuum.

D. Activity Four. Each participant should fill out his/her own activity sheet. Have participants exchange papers with one other person in sub-group. Have them correct paper in terms of general discussion of sub-group. Any question should be referred to group as a whole with you getting consensus. Remember that successful completion is at least eight of ten. Four of five correct leisure activities emerging from subject area, and four of the five careers emerging.

Leisure Information Sources

A. Review objective and criteria for successful achievement.

B. The coordinator should again lead a discussion of the text. You might begin by asking participants where they would start looking for sources of leisure information. As indicated in the text, the CRC might have leisure information within other existing career information and thus be a good place to start looking for leisure information.

C. Activity Five

1. Refer participants to activity packet to obtain activity worksheet.

2. Review instructions for completing activity.

3. As indicated in the instructions, the purpose of this activity is to give participants an opportunity to locate leisure items

from the newspaper. To ensure some success and diversification of information within newspapers, provide a variety of newspapers. Find out in advance if certain newspapers publish specific leisure sections on certain days of the week. For example, some newspapers print entire sections describing the leisure scene for a geographic area every Friday or Sunday. Often called "Weekend" or "Calendar," these sections describe a variety of leisure events including theater, museum exhibits, amusement park special happenings, book reviews, special celebrations, club activities, vacations and travel, convention center events, sporting activities both as a spectator (college and professional) and as a participant (marathon run and city recreation leagues), etc.

4. For more expedient reporting back to the whole group, the sub-groups might discuss their findings first, then report on two items as chosen by the sub-group.

D. Activity Six (Objective Three)

1. Refer participants to activity packet to obtain activity worksheet.

2. Review instructions for completing objective.

3. Discuss results using the "Quick Review of Sources of Leisure Information" provided.

E. Summarize the Resource List (Appendix C) here if it has not already been done by reviewing key publications with the group.

F. Ask the group if they are aware of other sources that could be shared and added to this list. Make note of suggestions.

G. This exercise should be done individually.

Quick Review of Sources of Leisure Information Cited in Text

1. CRC

A. Career Files (dancer, park ranger, etc.)

B. Volunteer job placement

2. Other Campus Soruces

A. Student Activities Office (student government, club information, etc.)

B. P.E. department (Intra/extramural athletics)

C. Home Economics department (clubs, fairs, etc.)

D. Library (newspapers, books, magazines, *Encyclopedia of Associations)*

E. Students, staff and faculty--speaker programs

3. Local-State Government

A. Local (city and/or special district recreation departments)

B. State Park system

4. Federal Government

A. National Park system

B. Consumer Information Center

C. Bureau of Labor Statistics

D. Forest Service

E. Bureau of Reclamation

5. Non-profit and/or private agencies

A. Non-profit [Y.M.(W.)C.A., Girls' (Boys') clubs, Scouts, etc.]

B. Private: country clubs, tennis associations, racquetball clubs, etc.

C. Commercial recreation: bowling establishments, roller skating, etc.

<u>Leisure Information Filing System</u>

A. Again, lead a discussion of the text.

B. Activity Seven (Objective Four)

1. Refer participants to activity packet for worksheet.

2. Review instructions for completing activity.

3. If time is short, have participants complete this activity within their sub-groups rather than individually.

4. Successful completion of this exercise means correctly categorizing eight of the ten activities in both major groups and school subjects as judged by another participant if done individually, and by the coordinator if done in sub-groups. There may be more than one categorization answer possible because of the need to cross-reference.

Leisure Inventory

A. Review objective and criterion for successful achievement.

B. Discuss the text. Participants should complete the leisure inventory and score it before considering comments on various inventories.

C. Activity Eight. Successful completion of the exercise should be different depending on the intended audience. For high school the authors see the following answers:

No. 1 - 3	No. 5 - 3
2 - 3	6 - 3
3 - 1	7 - 3
4 - 1	8 - 2
	9 - 1

Therefore, a score of 18-22 would show successful completion. You would need to estimate the effect of items 3, 4, 8, 9 for a more mature audience.

If the inventory were used in high school, a glossary would need to be made to explain so many unfamiliar terms. Perhaps a check-list approach could be done with leisure activities known to the high school age level and unique to the geographical area.

Elicit any comments from the participants about their experience with the exercise. Review the guidelines.

SAMPLE EVALUATION INSTRUMENTS

On the next five pages are two sample instruments, the Module Performance Record and the Evaluation Questionnaire for Staff Development Workshops. You may wish to use these instruments to gather information for evaluating any workshop in which you administer this module, and for making decisions about future workshops. The Module Performance Record (MPR) is a form for tallying participants' achievement of objectives. The Evaluation Questionnaire seeks participants' opinions on four dimensions: (1) perceived value of the workshop; (2) effects of participating in the workshop; (3) role and performance of the coordinator; and (4) recommended improvements in the workshop. As it now stands, the questionnaire should take participants 10-20 minutes to complete. You, as module coordinator, should complete the MPR form based upon the results of the postassessment or other evidence supplied by participants. If you duplicate the Evaluation Questionnaire for participants to complete, we suggest you print it as a four page booklet.

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

MODULE PERFORMANCE RECORD

MODULE TITLE: _____

WORKSHOP DATES: _____

WORKSHOP COORDINATOR(S): _____

_____

Participants' Names (Alphabetically)	OBJECTIVES (Place a check (✔) mark for each objective achieved.)						
	1	2	3	4	5	6	7
1.							
2.							
3.							
4.							
5.							
6.							
7.							
8.							
9.							
10.							
11.							
12.							
13.							
14.							
15.							

Developed at the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare.

Revised May 1978

NATIONAL CONSORTIUM ON COMPETENCY-BASED STAFF DEVELOPMENT

EVALUATION QUESTIONNAIRE FOR STAFF DEVELOPMENT WORKSHOPS

Your responses to the brief questions in this booklet will help us evaluate the workshop you just completed and make decisions regarding future workshops. Please take 10-20 minutes to answer honestly and thoughtfully. You need not sign your name, but we do need your help. Please answer each question. Thank you.

Name (Optional) _____ Date _____

Module Title _____

A. General Issues Related to the Workshop

Respond by checking the column (A, B, C, D, or E) of the statement which best expresses your feeling or opinion on each item in the following list. If none of the possible choices precisely represents your view, pick the one that comes closest.

STATEMENTS	Column A I strongly agree	Column B I agree	Column C I disagree	Column D I strongly disagree	Column E I don't know. I have no basis for answering.
1. This workshop made a valuable contribution to my professional development.					
2. I acquired no new knowledge during this workshop.					
3. I would not recommend this workshop to anyone else.					
4. I am glad I attended this workshop.					
5. In this workshop, I experienced at least one positive change in my knowledge, attitudes, or skills.					
6. As a result of this workshop, I expect that I will help improve the career guidance program in my work setting.					
7. I experienced at least one negative effect from this workshop.					
8. This module must be improved.					
9. The Coordinator was an asset to this workshop.					
10. The Coordinator was unprepared.					
11. The Coordinator was poorly organized.					
12. The Coordinator was clear and to the point.					
13. The material and activities in this workshop were not helpful.					
14. The material and activities were applicable to my needs.					
15. The material and activities were routine and boring.					
16. The workshop's objectives addressed the training needs that I need they would.					

Developed by the National Consortium on Competency-Based Staff Development in cooperation with the American Institutes for Research, under support by the United States Office of Education, Department of Health, Education, and Welfare under Part C of the Vocational Education Act of 1963.

B. Please list and briefly describe up to three major positive changes that you have experienced in your knowledge, attitudes, or skills because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any positive changes, please check the appropriate space.

_____ There were no positive changes.

C. Please list and briefly describe any negative effects you have experienced because of this workshop. Continue on the back of this booklet if necessary. If you did not experience any negative effects, please check the appropriate space.

_____ There were no negative effects.

D. Please list and briefly describe any improvements you anticipate in your career guidance program as a result of this workshop. Continue on the back of this booklet if necessary. If you don't expect any improvements as a result of this workshop, please check the appropriate space.

_____ I don't expect any improvements in my career guidance program as a result of this workshop.

E. Please list and briefly describe any other comments on this workshop, criticisms of it, or suggestions you have for improving it. We are especially interested in your ideas on topics or activities that should receive more or less emphasis. Continue on the back of this page if necessary.

NATIONAL CONSORTIUM COMPETENCY-BASED STAFF DEVELOPMENT RESOURCES

Modules 1-12 comprise a series on Developing Comprehensive Career Guidance Programs.

1. Career Development Theory
   Barbara Sanderson and Carolyn Helliwell

2. Program Development Model
   Charles Dayton and H. B. Gelatt

3. Assessing Desired Outcomes
   Charles Dayton

4. Assessing Current Status
   Phyllis DuBois

5. Establishing Program Goals
   Charles Dayton

6. Specifying Student Performance Objectives
   Laurie Harrison

7. Selecting Alternative Program Strategies
   H. B. Gelatt

8. Specifying Process Objectives
   Barbara Pletcher

9. Developing Program Staff
   Barbara Pletcher

10. Trying Out Activities and Monitoring Early Implementation Efforts
    Steven M. Jung

11. Conducting Summative Evaluation (Cost-Impact Studies)
    Jean Wolman

12. Communicating Evaluation Results
    Sarah Roberts

The remaining modules address other competencies necessary for providing comprehensive career guidance.

13. Utilizing Strategies for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

14. Designing Programs for Adult Guidance
    Zandy Leibowitz and Nancy Schlossberg

15. Providing Life/Career Planning for Women and Girls
    Janice M. Birk

16. Providing Career Guidance for Young Women
    Pamela G. Colby

17. Enhancing Understanding of Students with Physical Disabilities
Susan L. McBain

18. Helping Students Explore Work and Leisure Options
Pamela G. Colby

19. Planning a Career Resource Center
Robert A. Wood, Neal Rogers, and Clella Klinge

20. Developing People Relationship Competencies for Career Resource Center Technicians
Jill Paddick and Dale Dobson

21. Developing Facility Maintenance Competencies for Career Resource Center Technicians
Clarence Johnson

22. Planning Pre-Employment Programs
Joyce Fielding and Marvin Fielding

23. Conducting Job Development Programs
Joyce Fielding and Marvin Fielding

24. Conducting Job Placement Programs
Joyce Fielding and Marvin Fielding

25. Conducting Follow-Up and Follow-Through Programs
Joyce Fielding and Marvin Fielding

26. Imaging Futuristic Career Guidance Goals
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

27. Imaging Futuristic Career Guidance Programs
Juliet V. Miller, Garry R. Walz, and Libby Benjamin

28. Using Change Agent Skills to Manage Career Guidance Program Development
Juliet V. Miller

29. Using Change Agent Skills to Manage Career Guidance Program Implementation
Juliet V. Miller

30. Developing Effective Public Relations
Norman C. Gysbers

31. Developing and Conducting In-Service Programs
Al Stiller

32. Providing Leisure Information in the Career Resource Center
Ron Klein and Robert Swan

33. Developing Career Center Resources for Faculty Use
Marlene Fredricksen and Robert Swan

34. Providing Career Guidance in a Group Setting
Perry Samuels

35. Personalizing Career Guidance Assessment Information Through Group Counseling
Joe Wittmer and Larry C. Loesch

36. Clarifying and Articulating Individual Values and Skills for Career Planning
Jerald R. Forster

37. Helping Parents to Help Adolescents in Career Exploration
Janice M. Birk

38. Helping Young Adults Make the School-to-Work Transition
Sherri Johnson, C. D. Johnson, and Niel Carey

39. Helping the Community Help Students with Career Development
Richard Lutz and Jim Crook

40. Establishing Community-Based Employment Programs
Ellen A. Stewart

41. Designing Career Development Programs for Business and Industry
Zandy Leibowitz and Nancy Schlossberg

42. Developing Coping Skills for Career-Related Changes
Phil Abrego and Lawrence Brammer

43. Helping People with Preretirement Planning--An Introduction
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

44. Counseling Needs of the Older Adult
Patricia Cook and Ellen Stewart

45. Specializing Career Guidance Strategies for Use with Ethnic Minorities
Woodroe M. Parker and Roderick J. McDavis

46. Using Self Awareness and Effective Communication for Helping Ethnic Minorities with Career Guidance
Roderick J. McDavis and Woodroe M. Parker

47. Helping Elementary School Students Develop Decision-Making Skills
Lee Winocur

48. Consulting in the Area of Career Guidance
Tom Quinn

49. Planning Collaborative Career Guidance Projects
Larry C. Loesch and Joe Wittmer

50. Becoming Resource Resourceful
Garry R. Walz, Libby Benjamin, Helen L. Mamarchev, and Beverly Pritchett

51. Making Change Happen: Learning a Systematic Model for Change
Libby Benjamin and Garry R. Walz

52. Making Change Happen: Overcoming Barriers to Change
Libby Benjamin and Garry R. Walz

The National Consortium has also produced a catalog of competency-based programs and lists of desirable competencies for providing comprehensive career guidance.

53. Competency-Based Education for Guidance and Counseling Personnel: A Catalog of Programs and Competencies--Second Edition
Susan L. McBain, Compiler